



Western Australian Curriculum

Languages | Italian

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

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

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Italian are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Italian shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Year 7 to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes **Interacting in Italian**; **Mediating meaning in and between languages**; and **Creating text in Italian**.

The **Understanding language and culture** strand includes **Understanding systems of language** and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for Years 7–10 Languages, Italian curriculum.

Languages		
Italian		
Communicating		
Interacting in Italian	Mediating meaning in and between languages	Creating text in Italian
Understanding language and culture		
Understanding systems of language		Understanding the interrelationship of language and culture

Strand: Communicating

Sub-strand: Interacting in Italian

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves, family and friends, such as <i>Come ti chiami? Mi chiamo Francesco, ho tredici anni, sono spiritoso e intelligente. Ho una famiglia grande e simpatica. La mia sorellina ha i capelli castani e gli occhi nocciola.</i> survey classmates to gather information about themselves, their family and interests, such as <i>Quanti anni hai? Ho undici anni. Di che nazionalità sei? Sono canadese e australiano/a. Dove abiti? Abito a Leederville. Hai sorelle o fratelli? No, sono figlio/a unico/a Cosa fai nel tempo libero?</i> 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> share information about daily life, such as <i>Mi sveglio alle sette, faccio colazione e vado a scuola a piedi. Dopo la scuola faccio i compiti e poi gioco a calcio/parlo con le mie amiche.</i> discuss and share ideas about school subjects and routines with peers, using scaffolded examples, such as <i>Che materia hai oggi? Ho scienze e matematica. E tu? Io ho italiano. Mi piace molto!</i> engage in role-plays, for instance an interview with an Italian friend to compare daily life experiences, such as <i>Ti piace ascoltare la musica/andare ai concerti? Certo,</i> 	<p>Initiate and participate in exchanges to share and compare information and experiences about Italy and the culture</p> <p>For example:</p> <ul style="list-style-type: none"> participate in a class question and answer session about landscape and geographical features of Italy, such as <i>Questa è la mappa dell'Italia: come vedete, l'Italia è una penisola/confina con la Francia.; Cosa c'è qui? C'è un vulcano: in Italia ci sono molti vulcani attivi.</i> explore and share aspects of Italian culture including traditions, lifestyles and foods by engaging in guided research or small-group investigation, and presenting the information in spoken, written or visual formats to the class, such as <i>Il piatto tipico</i> 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> discuss and express intentions and plans for the future, such as <i>Quali sono i tuoi progetti per le vacanze estive? A dicembre lavorerò per quattro settimane al supermercato, così avrò i soldi per andare in campeggio con gli amici.; Mi piacerebbe fare un'esperienza di studio all'estero.</i> discuss and give advice and recommendations using modelled structures, such as <i>Secondo me, dovresti continuare gli studi e scegliere le materie che ti piacciono.; È importante impegnarsi nello studio, ma bisogna anche fare delle</i>

Year 7	Year 8	Year 9	Year 10
<p><i>Nel tempo libero ascolto la musica.</i></p> <ul style="list-style-type: none"> • share ideas and opinions about likes/dislikes and interests in real or imagined scenarios, such as <i>Ti piace lo sport? No, non mi piace lo sport, preferisco disegnare e suonare la chitarra.</i> 	<p><i>adoro la musica rock e il/la mio/a cantante preferito/a è</i></p>	<p><i>di Milano è il risotto e si cucina così ...; A Venezia le macchine non possono entrare, perciò i veneziani vanno a piedi o possono prendere il vaporetto</i></p> <ul style="list-style-type: none"> • discuss lifestyle and routines, for instance mealtimes and local events, in simulated activities including a virtual exchange, an online forum, a role-play or a video, and present findings to class, such as <i>Ciao! A Perth mangiamo presto, verso le sei. E voi in Sicilia? Noi ceniamo verso le otto e spesso con tutta la famiglia</i> • discuss similarities and differences in and between places and cultures, and share in interactions, such as <i>A Perth le distanze sono grandi quindi usiamo la macchina, ma in Italia le città sono più vicine, e le persone vanno in motorino o in treno. Davvero? Non lo sapevo!</i> 	<p><i>esperienze di lavoro o di volontariato.</i></p> <ul style="list-style-type: none"> • interact in a role-play or a skit about future plans or travelling, including an interview for a summer job or an exchange program in Italy, asking and answering questions about skills, interests and goals, such as <i>Perché vuole lavorare in questo ristorante? Parlo inglese e italiano, sono responsabile e mi piace lavorare con la gente.; Come mai hai deciso di fare uno scambio studentesco? Vorrei fare un'esperienza di studio all'estero.</i> • participate in reflective activities and evaluations of experiences, using language and expressions, such as <i>Perché/Come mai ...?; È giusto?; Secondo te ...?; Forse ...; A mio avviso ...</i> • share and compare holiday experiences, such as <i>Dove sei stato/a durante le vacanze estive? Sono andato/a in Europa</i>

Year 7	Year 8	Year 9	Year 10
			<i>con la mia famiglia. Che bello, anche noi ci andremo fra poco.</i>
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • exchange greetings, wishes and thanks, adjusting language to suit the context, such as <i>Ciao Gianni, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani.; Buongiorno professoressa, come sta? Molto bene, grazie. ArrivederLa</i> • follow directions or requests, such as <i>Seduti!; In piedi!; Silenzio!; Alzate la mano!; Facciamo l'appello!; Presente!</i> • participate in classroom routines and activities using formulaic expressions, such as <i>Come si dice?; Può ripetere per favore?</i> 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> • follow directions or requests, such as <i>Oggi impariamo ...; Avete capito?; Aprite il quaderno e scrivete.; Facciamo un gioco/un esercizio.</i> • offer apologies and request permission or clarification, such as <i>Scusi il ritardo.; Posso lavorare con Francesco?; Mi dispiace, non ho capito. Puoi ripetere?</i> • use classroom vocabulary such as <i>il banco, la sedia, la lavagna, le matite, i quaderni, i compagni di classe</i>, as well as other classroom instructions and notices, such as <i>Porta il tuo libro domani.; L'assemblea è alle nove.; Metti lo zaino qui</i>, to support interactions 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> • ask for clarification selecting appropriate expressions and language, such as <i>Come si scrive ...?; Come si dice ... in italiano?; Che significa? Come si pronuncia questa parola?</i> • make suggestions using modal verbs and other appropriate expressions, such as <i>Prof, possiamo fare un altro esercizio?; Domani c'è la verifica. Cosa dobbiamo ripassare?</i> • collaborate to create an interactive 3D map of Italy, and negotiate roles and preferences, as in <i>Io disegno la mappa, tu puoi fare la ricerca sulle isole italiane? Va bene. Noi invece parliamo con</i> 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> • follow and respond to more complex classroom instructions, such as <i>Lavorate in coppia; Come si scrive ...?; Come si dice ... in italiano?; Che significa?;...?</i> • consider different points of view and manage disagreement respectfully, such as <i>Che ne pensi di ...? Non sono d'accordo ...; Secondo me, tutti gli studenti dovrebbero avere un lavoro part-time. Invece, secondo me prima si deve andare bene a scuola, e poi si può pensare all'indipendenza economica.</i> • collaborate in planning an imagined trip to Italy or other destination, discussing budgets, interests and preferences using

Year 7	Year 8	Year 9	Year 10
		<p><i>la prof di DigiTech per usare la stampante 3D.</i></p>	<p>authentic travel-related vocabulary, such as <i>lo vorrei visitare Firenze per l'arte e la storia. E tu? Io sogno di andare in Sicilia per il mare e il cibo. Possiamo creare un itinerario di due settimane con treno e alberghi economici!</i></p>

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • read/listen to a series of short texts in Italian, identify and organise key information, and present the information in English using an infographic, poster or retrieval chart, such as name, age, family members and likes/dislikes • identify key ideas across a range of familiar topics presented in different formats, for instance interviewing peers to find out what nationalities are represented in the class and compile a summary, such as <i>In classe ci sono quattro studenti italiani, due cinesi e tre neozelandesi.</i> • extract key information on a familiar topic from different 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and summarise key ideas presented in a range of formats and text types about teenagers' daily life activities in Italy, and compile a summary in English explaining cultural nuances, such as <i>studiare per il compito in classe, le interrogazioni, avere il motorino, vedere gli amici, fare un giro nel mio quartiere/nella mia città, fare sport, guardare la partita con gli amici</i> • compare information on school or daily routines from different Italian texts, summarising in Italian, and report findings to others using text types, such as tables, graphic organisers, concept maps and charts 	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • listen to or read texts about aspects of Italian culture or places, and share the information with others by compiling an advertisement in Italian to attract tourists to an Italian city/area, such as <i>La Costa Smeralda ha delle spiagge meravigliose, negozi eleganti ed è famosa per la sua vita notturna. Dovete assolutamente visitarla!</i> • conduct an online class survey on aspects of Italian culture, such as food, places, music, history or celebrities, and report on findings in English or in Italian • read or listen to a variety of texts about regional food traditions in 	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • conduct an online class survey in Italian on attitudes about plans for the next school holidays, subject selection, future studies and service or employment preferences, and report on findings to the teacher • extract information from audio or video clips from Italian sources, and compare Italian and Australian attitudes to gap year, community engagement or part-time work during study • identify and evaluate information and ideas from a range of texts related to aspects of their personal and social worlds which may include study, travel and

Year 7	Year 8	Year 9	Year 10
<p>sources and summarise, and report findings to others in English/Italian using tables, graphic organisers, concept maps or charts</p>	<ul style="list-style-type: none"> gather information from a video or spoken text of an Italian teenager describing their school day, then recount the main ideas in English or Italian, identifying similarities and differences with the Australian context, and including supporting details such as school hours, subjects or lunchtime routines 	<p>Italy, then summarise the key information in English and compare regional differences in a visual format or class presentation, explaining how geography and culture influence food</p>	<p>employment opportunities, and establish how culture and context influence choices, such as <i>In Italia gli studenti di scuola superiore di solito non hanno un lavoro, in Australia invece è un'esperienza molto comune.</i></p>
<p>Develop strategies to interpret, translate and convey meaning in Italian language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> locate appropriate meaning of vocabulary related to themselves and others to reinforce understanding using a bilingual dictionary translate short texts, recognising when literal translation is or is not possible, and discuss reasons for equivalence or non-equivalence, such as <i>mi piace, ho undici anni</i> 	<p>Apply strategies to interpret, translate and convey meaning in Italian language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify Italian–English cognates, and use them to predict meaning, such as <i>cominciare</i> (to commence), <i>arrivare</i> (to arrive), <i>Geografia</i> (geography), <i>concerto</i> (concert), <i>musica</i> (music) develop awareness of Italian-English ‘false friends’ and reflect on how they assist or inhibit meaning, such as <i>parenti, gentile, simpatico</i> 	<p>Interpret and translate non-verbal, spoken and written Italian language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify Italian–English cognates, such as <i>montagna</i> (mountain), <i>volcano</i> (volcano), <i>costa</i> (coast), <i>mezzi di trasporto</i> (means of transport), <i>treno</i> (train), and use them to predict meaning translate idiomatic expressions in both Italian and English, such as <i>Non vedo l’ora!/, Ne vale la pena Ma dài!</i>, and recognise when 	<p>Interpret and translate non-verbal, spoken and written Italian language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare different translations of a text, including versions created by online translators, and discuss any issues of accuracy and reliability explore, expand and consolidate word usage relating to idioms, proverbs, sayings and set phrases use print/digital dictionaries, selecting appropriate meaning

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> identify Italian–English cognates, and use them to predict meaning, such as <i>dizionario</i> (dictionary), <i>intelligente</i> (intelligent), <i>calmo</i> (calm) 	<ul style="list-style-type: none"> compare their own translation to classmates, and notice when it is difficult to transfer meaning from one language to another 	<p>literal translation is or is not possible, or more than one translation is possible, such as ‘to drive’, which can be translated as <i>andare in macchina</i> or <i>guidare</i>, depending on the context</p> <ul style="list-style-type: none"> use print/digital dictionaries to investigate if English loan words used in Italian and Italian words used in English have the same meaning or are used in the same way as their language of origin 	<p>from alternatives provided and compare translations with peers, explaining cultural references and expressions, such as <i>sei fuori</i> (literally ‘you are outside’; ‘out of your mind’) or <i>su di giri</i> (literally ‘revved up’; ‘excitable, elated’) and any aspects lost in translation</p>

Sub-strand: Creating text in Italian

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • adapt text and modelled language to create and present simple individual or shared texts such as messages or scripts about themselves and others • produce texts describing real people or fictional characters, such as cartoons, big/picture books, digital stories/books or plays, for different learners • design a pop-up picture book or graffiti style poster about themselves using modelled language, such as <i>Mi presento; Ecco la mia famiglia; Questi sono i miei passatempi</i> 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create the script of an audio or video about daily life in Australia, aimed at speakers of Italian of a similar age • create the script of an interview with an Italian teenager or celebrity about their daily life • describe their own daily life, school routines, leisure time activities or their home, by producing and presenting texts, such as cartoons, posters, emails, digital stories/books and plays, using familiar language, such as <i>Mi alleno tutti i giorni della settimana.; Ho lezione di pianoforte il martedì e il venerdì, ma.; Il sabato mattina vado al</i> 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a video or a brochure to describe a place or event in Italy using descriptive language, such as <i>La Sicilia è un'isola importante per la storia e la cultura italiana: ci sono templi greci, teatri antichi e molte città d'arte.</i> • write the script of a speech to promote travel to a significant cultural location/landmark in Italy, providing reasons for the choice, using rehearsed persuasive language, such as <i>Se vi piace sciare, dovete assolutamente visitare le Dolomiti. Secondo me, sono le montagne più spettacolari in Italia, e offrono attività e</i> 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • design and produce a presentation about the pros and cons for continuing to study Italian in the senior years of school or for going on an exchange trip, and discuss with other students or present to the class, as in <i>Studiare in Italia è un'esperienza unica! Imparerai la lingua, scoprirai una nuova cultura ...</i> • create the script for a skit or monologue set in the future, where the main character describes their life 10 years after leaving school, then present to the class or teacher, using props to support storytelling

Year 7	Year 8	Year 9	Year 10
	<p><i>mare/ho la partita di netball/cricket...</i></p>	<p><i>attrazioni uniche in tutte le stagioni!</i></p> <ul style="list-style-type: none"> • create a cartoon/pop-up book or animation video of a favourite character going on holidays in Italy, and describe landmarks, places and experiences from the character's point of view 	<ul style="list-style-type: none"> • write a journal entry in Italian about attending an interview for a part-time job describing the job, explaining why they applied and how this opportunity will/would help them achieve their goals

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Italian</p> <p>For example:</p> <ul style="list-style-type: none"> observe differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and apply to their own work rehearse and perform simple dialogues with attention to pitch and rhythm to support meaning and fluency, such as <i>Come ti chiami? Mi chiamo Andrea. Ti piace fare sport? No, non mi piace lo sport, preferisco leggere</i> use appropriate rising intonation in questions, such as <i>Ti piace la musica?</i> 	<p>Apply familiar linguistic features of spoken Italian to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> make connections between spoken and written forms, and understand the effect of grave and acute accent marks on pronunciation and meaning, such as <i>e papa/è papà; città, perché, cioè</i> continue to build awareness of the features of the Italian sound system, such as consonant and vowel combinations, as in <i>diciotto, scuola, uscire, giochi, piazza</i> use correct stress and rhythm in common verbs and expressions, such as <i>Andiamo!</i> or <i>Andiamo?</i> 	<p>Apply linguistic features of spoken Italian to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and correctly pronounce double consonants, digraphs and trigraphs in topic-related vocabulary and culturally specific expressions, such as <i>bruschetta, focaccia, prosciutto, paese, parmigiana, chiacchiere, gnocchi, il lago Maggiore</i> etc. begin to use pause fillers to assist the flow of conversation when appropriate, such as <i>Insomma; Allora; Dunque; Vediamo</i> 	<p>Apply a range of linguistic features of spoken Italian to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and correctly pronounce double consonants, digraphs and trigraphs in unfamiliar words continue to experiment with differences in tone and rhythm between statements, questions, exclamations, requests and commands demonstrate control over pronunciation of complex vocabulary related to study, future plans and travel, such as <i>il tirocinio, la borsa di studio, la scelta delle materie scolastiche</i> etc.

Year 7	Year 8	Year 9	Year 10
		<ul style="list-style-type: none"> • apply varied pronunciation and intonation to convey different emotions like surprise, enthusiasm or disappointment, such as <i>Davvero?; Che bello!; Non ci posso credere!</i> 	
<p>Begin to use linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • identify the function of subject pronouns and how they determine verb conjugations, such as <i>io parlo, tu parli, lui/lei parla</i> • use common regular verbs and some irregular high-frequency verbs, such as <i>essere</i> and <i>avere</i>, in the present tense singular forms (<i>io/tu/lui-lei</i>) • observe how grammatical gender and number shape different parts of speech, such as nouns, articles, adjectives and verbs 	<p>Use linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • select appropriate definite article and correct ending of adjectives when making the grammatical agreement with a noun • increase control of regular <i>-are, -ere</i> and <i>-ire</i> verbs in the present tense, and some high-frequency irregular verbs in the present tense, such as <i>andare, fare, uscire</i>, etc. • respond to a written/spoken prompt by using appropriate verb conjugations and time expressions, such as <i>Cosa studi il giovedì? Tutti i giovedì studio matematica, scienze e italiano.</i> 	<p>Select and use linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • use modal verbs to express ability, possibility and likelihood, including the basic impersonal form <i>si può</i> • acquire vocabulary to create and respond to texts or to describe Italian places, food and traditions, such as <i>Venezia è una città costruita sul mare: ci sono quasi 400 ponti e oltre 100 isole</i>, and may use the past tense, such as <i>Andrea ha visitato la Cappella Sistina.</i> • use simple and articulated prepositions to indicate 	<p>Select and use a range of linguistic features of Italian to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> • form and use the future tense to outline plans • use conditional mood/<i>il condizionale</i> to express uncertainty, wishes and polite requests, when composing formal letters or emails applying for study programs or jobs • begin to use complex and compound sentences, and connect ideas with conjunctions and a range of discourse markers, to organise and link ideas clearly in a range of texts, such as <i>di conseguenza, perciò, inoltre</i>

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> • use familiar singular and plural nouns in the regular forms and match with the appropriate definite or indefinite article • apply correct word order, subject–verb agreement and simple sentence structure, when creating short texts about themselves and others, such as <i>Mi chiamo Alessia. Ho dodici anni. Abito a Perth con la mia famiglia e il mio cane.; Lui si chiama Federico e ha tredici anni.</i> 	<ul style="list-style-type: none"> • use negative constructions and adverbs to qualify different parts of speech such as <i>non, molto, poco</i> • describe daily and weekly routine by using adverbs of frequency 	<ul style="list-style-type: none"> • destinations and directions, such as <i>in Italia, a Roma, al parco</i> • use comparative and superlative adjectives (regular), such as <i>Il Monte Bianco è la vetta più alta in Italia.; Sono più famose le lasagne o gli gnocchi?</i> • select topic-specific vocabulary when producing short informative texts about daily routines or food customs in Italian regions, such as <i>la dieta mediterranea, le sagre locali, le città d’arte, and il mercato</i> 	<ul style="list-style-type: none"> • use comparatives and superlatives (regular and some irregular) to make descriptions more precise and detailed, such as <i>Studiare una lingua straniera è una bellissima esperienza.</i>
<p>Begin to notice similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify some parts of speech, such as verbs, nouns, articles, adjectives and subject pronouns 	<p>Identify similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • discuss differences in punctuation and capitalisation, for instance the use of lowercase letters for months and days in Italian compared to uppercase in 	<p>Discuss similarities and differences in how linguistic features are used in Italian and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify verbs, nouns, articles, adjectives, pronouns, conjunctions and prepositions, 	<p>Reflect on and discuss the use of linguistic features in Italian texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • compare how future time is expressed differently in Italian and English • continue to develop relevant metalanguage for discussing grammatical structures, such as

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> recognise how Italian verbs change endings for person and number in the present tense, such as <i>io abito, tu abiti</i> and compare with English verb forms. describe how Italian expresses possession using <i>di</i>, as in <i>la casa di Marco</i>, and compare this structure with English possessive forms like ‘Marco’s house’ 	<p>English, such as <i>sabato</i> (Saturday), <i>gennaio</i> (January)</p> <ul style="list-style-type: none"> use relevant metalanguage to explain how some parts of speech, such as verbs, nouns, articles, adjectives and subject pronouns, work differently in Italian and English describe how the endings of Italian adjectives change to agree with the gender and number of nouns, such as <i>una serata divertente, tanti eventi interessanti</i> and compare this with English adjectives that are invariable 	<p>and to compare grammatical features in Italian and English</p> <ul style="list-style-type: none"> recognise how Italian and English use different structures to express preferences, such as <i>Mi piace la pizza</i> versus ‘I like pizza’, focusing on the verb <i>piacere</i> and indirect object pronouns recognise how the <i>passato prossimo</i> in Italian differs from English past tense forms, as in <i>io ho visitato</i> (I visited) 	<p>simple and compound sentences, relative clauses, relative pronouns and demonstrative adjectives</p> <ul style="list-style-type: none"> evaluate how register and formality affect communication in professional contexts, comparing the use of formal conventions in letters or emails in both languages, such as <i>Le scrivo per candidarmi, Cordiali saluti</i>

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> compare classroom routines in Australia and Italy, for instance standing when the teacher enters, or how students address teachers, and discuss how these practices reflect cultural values like formality and authority, such as <i>professore/professoressa</i> versus Mr/Ms notice cultural expectations in language use based on age, social status and purpose of interaction, including appropriate greetings, for instance polite versus familiar forms, such as <i>Ciao/Buongiorno; Scusa/Scusi; Come stai?/Come sta?</i> 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> explore how politeness is expressed differently in Italian and English, such as the extensive use of surnames and titles in everyday interactions compare how Italian and Australian teens express themselves socially in messages or posts, such as using emojis, and abbreviations like <i>TVB – ti voglio bene</i> reflect on the extensive use of gendered language in Italian, and the challenges that the structure of romance languages presents compared to English 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> examine the link between language and cultural values and practices evident in Italy, such as the extensive use of the polite/formal form to show respect investigate how lifestyle, including daily routine and leisure activities, in Italy differs according to region and geographical features, such as coastal versus major cities or alpine regions consider Italian loan-words that are used in Australian Standard English in domains such as fine foods (<i>gelato, prosciutto, ricotta, gnocchi</i>), arts (<i>ballerina, bravo, maestro</i>), music (<i>allegro</i>, 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on how students' identity, values and beliefs may have changed as a result of their experiences using and learning Italian consider how some common expressions such as 'subject selection' in English do not have an equivalent translation in Italian because students in Italy do not select their subjects reflect on how attitudes toward education and work shape individual goals and career decisions, for instance, Australian teenagers may prioritise financial independence and start working much earlier, whereas in Italy a

Year 7	Year 8	Year 9	Year 10
		<i>pianoforte, opera</i>) and explore the reasons	priority for teenagers is to achieve a language certification to continue to study, work and travel