



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 3

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



The sample teaching and learning outline provides a sequential series of content areas 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.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 2 Italian: Second Language, students interacted with their teacher and peers in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year. They participated in guided group activities, taking turns, exchanging and negotiating, or responded to teacher talk and instruction in Italian. Students identified specific points of information from familiar types of simple texts to complete guided tasks and convey factual information about their personal worlds. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the Italian language and noticed similarities and differences with English in pronunciation and intonation. They recognised and began to write high-frequency words and expressions in familiar contexts. Students noticed and used context-related vocabulary and understood some first elements of grammar to generate language for a range of purposeful interactions.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Sequence of teaching and learning

| Term 1 Week | Focus | Communicating | Understanding | Suggested Teaching and Learning Activities and Assessment | Resources |
|-------------|---|---|--|--|---|
| 1–5 | <p>Conosciamoci! Students share personal information with others and explore their language background.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teachers in Italian (*content from Pre-primary syllabus) distinguish between different greetings (*content from Pre-primary syllabus) introduce themselves and ask someone their name (*content from Pre-primary syllabus and Year 1 syllabus) ask how they are feeling and give information about how they are feeling (*content from Pre-primary syllabus) identify stationary items needed for Italian (*content from Year 1 syllabus) respond to and repeat the Italian for classroom instructions (*content from Year 1 and Year 2) | <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Respond to teacher talk and instruction, for example, <i>Siediti/Sedetevi, per favore; Apri il quaderno!; Tira la palla; Chiudi/Chiudete la porta!; Tocca a te!</i> (*content from Year 2 syllabus)</p> <p>Respond to teacher talk and instruction, for example, <i>In cerchio!; Insieme; Qui; Attenzione!; Non parlare/ parlate!; Silenzio!; Alza/Alzate la mano!</i> (*content from Year 1 syllabus)</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Introduce and share information about themselves, for example, <i>Chi sei?; Chi è ...?; Sono ..., e tu?; Come ti chiami? Mi chiamo Anna...e tu?; Quanti anni hai? Cinque; Ti piace...? Sì, no</i> (*content from Pre-primary syllabus)</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> | <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>mamma, papa</i></p> <p>Observing gender in patterns of naming, for example, <i>Paolo/Paola</i>, but that <i>Luca, Andrea</i> and <i>Simone</i> are all male names in Italian</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Understand that different ways of using Italian language reflect different relationships and different ways of making meaning, for example, <i>Permesso? — Avanti!; Grazie — Prego; Per favore/Per piacere; Buon appetito!; A domani!</i></p> <p>Recognise that Italian is one of many community languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (*content from Pre-primary syllabus)</p> <p>Recognise that Australia is a multilingual society with speakers of many different worlds and community languages, including Italian and that Italian and English borrow words and expressions from each</p> | <ol style="list-style-type: none"> 1. Introductions Greet students and introduce yourself <i>Ciao! (Io) Mi chiamo Signora/Signor _____</i>. Ask students <i>E tu, come ti chiami?</i> Students to respond with <i>(Io) mi chiamo _____</i>. Revise vocabulary for greeting and when to use, for example, <i>buongiorno, ciao, arrivederci</i>. 2. Meet and greet activity View introduction activity from Languages Online Italian. Play clip without visual and ask students what words they recognise and what the text is about. Play clip with visual and explain that they are going to practice greeting and asking each other their name. Model the activity (question/answer) with a student. Instruct students <i>In piedi!</i> Ask students to greet and ask five students their name. They must include three students they do not know well. If required write the Italian interaction on the whiteboard. 3. Song Come ti chiami? Play song without showing lyrics and ask students what words they recognise and what the song is about. Show lyrics and ask students to construct meaning, focusing on: <ol style="list-style-type: none"> gender patterns of names: Paolo/Paola different greetings. Play song again and invite students to join in singing and to add actions to accompany the meaning of the song. 4. Brainstorm activity Provide students with A3 paper and ask them to work in pairs to write as many Italian words/phrases as they can recall from previous learning, for example, greetings, feelings, numbers, days of the week, pencil-case items, months, animals, colours, body parts, family members. Ask each student to share two, that is, give two words they have noted (the first word can be an easy one and the second can be one they think is more difficult). Ask other students to provide the meaning/English equivalent or check their understanding through questioning, for example, <i>Come si dice 'la mamma' in inglese?</i> or <i>'La mamma means uncle, doesn't it?'</i>. Include share two expressions/phrases/questions related to previous learning on <i>Come stai?</i> and pencil-case items that students have not mentioned (if possible). Use this to lead into the next two activities. 5. Come stai? Ask students to recollect the possible responses to the question, for example, <i>benissimo (grazie), bene, così così, male, molto male</i>. Use PowerPoint/flashcards to review basic feelings and to practice <i>Come stai?</i> Use images, with or without the vocabulary showing, to illicit responses from students. Have students turn to partners and practice asking and responding to questions. Remind students to use <i>Buongiorno, come sta?</i> with the teacher and other adults. Discuss. At different times invite a student to respond to the question <i>Come stai?</i> by changing the <i>come stai?</i> barometer. 6. Play the clip <i>Cosa c'è nel mio astuccio?</i> and ask students to listen for vocabulary items they recognise, and names for items that are different to what they know. Encourage students to participate in saying the Italian for the pencil-case items through a range of language practice activities, for example: <ul style="list-style-type: none"> hold up each item, say the Italian word, ask students to repeat, for example, <i>la penna, la matita, la gomma, il temperamatite, il pennarello, il pennello, il pastello, il righello, la colla, le forbici</i>. | <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in <i>Suggested Teaching and Learning Activities and Assessment</i> column https://www.education.vic.gov.au/languagesonline/italian/italian.htm</p> <p>Song <i>Come ti chiami?</i> in CD: Canta & Impara l'italiano! or YouTube URL https://www.YouTube.com/watch?v=G76v7eMbxjA (without lyrics) https://www.YouTube.com/watch?v=8yb9ARTc1gU (with lyrics)</p> <p>Audio visual text <i>Cosa c'è nel mio astuccio?</i> https://www.YouTube.com/watch?v=G27hWQjXEfw https://www.YouTube.com/watch?v=CtnYEW6Xcfo https://www.YouTube.com/watch?v=me4348WTYmg&t=4s</p> |

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| | <p><i>syllabus</i>)</p> <ul style="list-style-type: none"> • identify words in Italian spoken texts • identify places where Italian is spoken • provide reason for studying a language • identify similarities and differences between Italy and Australia • recognise numbers to 100 in Italian. | <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Recognise similarities and differences between aspects of Italian and Australian cultural practices and related language use (<i>*content from Year 2 syllabus</i>)</p> | <p>(<i>*content from Year 1 syllabus</i>)</p> <p>Using cardinal numbers for dates and ages.</p> <p>Using vocabulary for months of the year (<i>*content from Year 2 syllabus</i>)</p> <p>Developing number knowledge for numbers 0-50 (<i>*content from Year 2 syllabus</i>)</p> | <ul style="list-style-type: none"> ▪ model the <i>Cosa c'è nell'astuccio?</i> activity where an item is hidden in a pencil case. Ask <i>Cosa c'è nell'astuccio?</i> The student answers with <i>C'è la penna?</i>, <i>C'è la colla?</i> Respond with either <i>Sì, c'è la penna!</i> or, <i>No, non c'è la penna.</i> <ol style="list-style-type: none"> 7. Kim's Game Have students observe a number of pencil case items placed on a tray. Hide the items under a cloth. Remove one item and ask the students to guess what is missing, <i>Cosa manca?</i> Students take turns guessing by using the Italian word, responding with <i>Sì, la penna manca!</i> or <i>No, ecco la penna!</i> Allow students to play the game again in groups with students taking turns to remove an item. 8. Ripasso Provide students with the activity sheet listing the pencil-case items required for the Italian class. Read the items required, allowing time for them to draw the items. Ask students to place the checklist in their workbook. 9. Classroom language Model and provide opportunity to practice expressions and vocabulary students should understand and/or try to use in the classroom, for example, <i>Alzi/Alzate la mano!</i>; <i>In piedi/Tutti in piedi!</i>; <i>Siediti!/Sedetevi!</i>; <i>Ripetete per favore!</i>; <i>Apri/Aprite il vostro libro!</i>; <i>Chuidi!/Chuidete!</i>; <i>Avanti!</i>; <i>Insieme!</i>; <i>In cerchio!</i>; <i>Silenzio!</i>; <i>Attenzione!</i>; <i>Guardate!</i>; <i>Tocca a te/voi!</i>; <i>Qui/Non qui!</i>; <i>Presente/Assente!</i>; <i>Mi scusi Signora/Signor ____!</i>; <i>ho finito!</i>; <i>Per favore/Per piacere!</i>; <i>Non lo so!</i>; <i>Non capisco!</i>; <i>Grazie!</i>; <i>Prego!</i>; <i>Come si dice.....in italiano?</i> Mime the actions associated with some of the classroom language and ask students to provide the Italian. Ask students to mime for each other. Use Quizlet to aid pronunciation practice. 10. Introduce the game <i>Simone dice</i> to reinforce classroom language, for example, <i>Simone dice tutti in piedi!</i> or <i>Sedetevi!</i> 11. Language background Enquire about students' language background - 'Alzi la mano if you or your parents/grandparents speak another language at home?' Model 'hand up' when saying <i>Alzi la mano!</i> Briefly explain your language background, why you speak Italian, etc. Play the Goldfish vs Kitty clip and discuss. 12. Brainstorming activity Ask students to reflect, without discussion, on the question 'Where would you hear people speak Italian?' Ask students to volunteer answers and write on whiteboard, for example, places such as Italy, Fremantle, or with friends, family, neighbours. Inform students that Italian is one of many community languages spoken in Australia. Ask students to identify others. Include Aboriginal languages as another example. Ask students how many people in the world they think speak Italian (+67 000 000 https://www.ethnologue.com/language/ita); how many people in Australia speak it. Use <i>piu/meno</i> etc, to get students to an approximate number. 13. Numeri 0-50 Revise numbers 0-50. Ask students of any rules they need to remember when using numbers, for example, numbers ending with <i>-uno</i> or <i>-otto</i> omit the last letter of the tens (<i>ventuno</i>) and the letter 'e' on <i>tre</i> has an accent when counting from 20 onwards (<i>ventitré</i>). Discuss why this is. Use language drills to practise asking and giving age, for example, <i>Quanti anni hai?</i>, <i>(Io) Ho _____ anni.</i> Discuss when numbers are used in everyday situations, for example, counting, maths, age, birthdays, telephone numbers, street address, money, time. 14. Introduce Count-off Number game and play. 15. Numeri 51-100. Ask students to predict, based on the patterns they have seen for numbers 30-50, what the numbers for 60, 70, 80 and 90 might be. Once the Italian for these has been confirmed ask students to predict how the numbers 61-69, etc might be formed and compare this to how numbers are formed in English. Give students the number for 100, <i>cento</i>. Ask them to consider any English cognates, for example, cent, century and centimetre. Provide students with opportunities to practise pronunciation and writing of numbers: <ol style="list-style-type: none"> Fly swat drill with numbers | <p>https://www.YouTube.com/watch?v=X2BfjN2bln0&t=7s</p> <p>Kim's game This game can be used for learning new groups of objects.</p> <p>Activity sheet <i>Cosa c'è nell' astuccio?</i></p> <p>Application Quizlet Classroom language https://quizlet.com/150984158/italian-flash-cards/</p> <p>Game <i>Simone dice (adapt)</i> http://www.education.vic.gov.au/languagesonline/italian/sect30/pdfs/print3.pdf</p> <p>YouTube videos Goldfish vs Kitty https://www.YouTube.com/watch?v=BHruimvv4b8 Bilingual cat https://www.YouTube.com/watch?v=V8jYJomGTRQ</p> <p>Game Count-off Number Students stand behind their desks. Nominate one student to start the count-off at zero. Students continue counting off numbers to 50 in Italian. If a student does not know the next number they sit down (this student can get back into the game when it is their turn again and they are able to give the correct number in the sequence). If a student does not know the number or gets it wrong, indicate that they sit down and point to the next person to give that number. If three students in a row do not know the number, the game starts again from zero.</p> |
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| | | | | <p>ii. numbers activity sheets to practise adding endings to larger numbers, writing numbers in full, doing simple arithmetic using Italian numbers.</p> <p>16. Gioco di memoria Languages Online Interactive activity 25 #3 Provide electronic device access to the <i>Gioco di memoria</i> and instruct students to try and find the matching pairs. The written numbers are on the cards in the right hand column and the numerals are on the cards on the left.</p> <p>17. Quanto sei alto? Measure students to get their height in centimetres and ask them to record the information. Practice giving the information in Italian, for example, <i>Sono alto/alta un metro _____</i>. Discuss why the question and response will change for boys and girls – <i>alto/alta</i>.</p> <p>18. Introduce <i>Mesi dell'anno</i>. Use flashcards to drill months in Italian. Distribute two sets of the months flashcards to the class. Ask students to arrange themselves into two rows in correct order of the months. Time the students to see which team/row gets the correct order first. Revise how to structure a date in Italian, that is, definite article (<i>il or l'</i>) + number + month. Remind students about the numbers <i>l'otto</i> and <i>l'undici</i>.</p> <p>19. Round Robin game Explain the game and rules of using the bean bag. Remind students that they must respond using a full sentence. Carefully throw the bean bag to a student to catch. Ask that student <i>Come ti chiami?</i> The student responds giving their name in Italian, for example, <i>Mi chiamo Kellie</i>. The student then throws the bean bag to the next person and either asks the same question or another question from the personal interview activity sheet, for example, <i>Quando è il tuo compleanno?</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ respond to classroom instructions ▪ identify and use the Italian for pencil-case items ▪ count from 0-20, 21-50, 51-100 ▪ respond to the questions <i>Come ti chiami?</i>; <i>Come stai?</i>; <i>Quanti anni hai?</i>; <i>Quando è il tuo compleanno?</i> in Italian. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ Pencil-case items activity sheet ▪ Numbers activity sheets. | <p>Fly swat drill</p> <p>Write a selection of vocabulary items on the whiteboard (Italian or English). Divide class into two teams. One person from each team comes to the whiteboard and is given a fly swat pointer. Call out a vocabulary item in the opposite language. First student to 'swat' the corresponding item on the whiteboard wins a point for their team. Keep it fast.</p> <p>Activity sheets Numbers</p> <p>Editable worksheets available on line, for example, Bright Hub Education http://www.brighthubeducation.com/italian-lesson-plans/10846-teaching-numbers-in-italian/</p> <p>Flashcards of <i>Mesi dell'anno</i></p> <p>Game Round Robin, using bean bag</p> |
| 6–10 | <p>Conosciamo Venezia!</p> <p>Students compare aspects Italy and Australia, explore the city of <i>Venezia</i> and design and describe <i>Carnevale</i> mask. The students also share further personal information with others.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • continue to use appropriate | <p>Interact with the teacher and peers, using simple modelled language and gestures to share information about themselves, their age and where they live and to talk about their favourite things, for example, <i>Io ho sei anni; Io ho gli occhi verdi e i capelli rossi; Sono italiano, e tu? Sono australiana; Da dove vieni? Vengo da Torino; Abito a Subiaco; Hai una matita? Sì, ho una matita; Ti piace il gelato? Sì, molto; Preferisco la pizza; Gioco a football (*content from Year 1 syllabus)</i></p> | <p>Using adjectives to describe characteristics or qualities of a person or object such as nationality, shape and colour and noticing that they change with gender, for example, <i>Mia nonna è carina; Il mio amico è indonesiano</i>.</p> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.</p> <p>Recognise some of the rules of spelling and punctuation such as</p> | <p>20. World map discussion/Venn Diagram Use an interactive whiteboard to show students a world map and ask them to identify Italy and Australia and other countries that might be relevant to them or their families.</p> <p>Use an inflatable globe to play <i>Dov'è l'Italia/l'Australia?</i> Throw the globe to students and ask them to find Italy/Australia.</p> <p>Show students images of Italy, for example, beaches, mountains, food, shops, housing, Venice, traffic. Ask them to consider anything that is different from/same as Australia. Use a poster sized Venn diagram to record their findings. This can be added to during the year.</p> <p>21. Venezia Power Point ask students what they know about <i>Venezia</i>. View images and provide information, such as: aerial views of the islands - Venice is made up of many (118) islands, that are separated by canals and linked by 400 foot bridges; different transport - the Vaporetti or water taxis make it easy to get around; <i>Gondola</i> – this flat-bottomed boat used to be used by Venetians to get around and to transport things because it was suited to the conditions of the Venetian lagoon. Nowadays it is mainly a tourist attraction, however, Venetians still hold <i>gondola</i> races; Ponte di Rialto - Rialto Bridge is a stone arch</p> | <p>World map (google) or map poster</p> <p>Venn Diagram on A3 or butchers paper to be displayed and https://mapcollection.wordpress.com/2012/09/15/australia-and-europe-area-comparison/</p> <p>Game <i>Dov'è l'Italia/l'Australia?</i>, using an inflatable globe</p> <p>[Venice information from: Venice. (2018). In <i>Wikipedia</i>. Retrieved June, 2018, from https://en.wikipedia.org/wiki/Venice Used under Creative Commons Attribution-ShareAlike 3.0 Unported Licence]</p> |

| | <p>greetings, introduce themselves, ask after someone, and add new vocabulary to the repertoire</p> <ul style="list-style-type: none"> • identify where Italy is located • make comparisons between Italy and Australia • use colours to describe people and objects • locate a range of information, including nationality, in a range of spoken and written texts (*content from Year 1, Year 2 and Year 3 syllabuses) • exchange a range of personal information, including nationality (*content from Year 1, Year 2 and Year 3 syllabuses) • use modelled language to exchange a range of information, including nationality, colour personal information, (*content from Year 1, Year 2 and Year 3 syllabuses) • begin to describe how adjectives work in Italian • make comparisons between English | <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> <p>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> | <p>capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts</p> <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> | <p>bridge over the Grand Canal in Venice, Italy. It is the oldest bridge in Venice and is still used. It is made of stone/marble and crosses the Grand Canal at its narrowest point. Originally there was wooden bridge but it collapsed and was replaced by the stone one; Acqua Alta – Venezia has always had problems with the high waters and many of the old buildings are partly underwater. The problem is made worse by incoming tides, sea levels rising the backwash of boats and ships which has destroyed some of the canal beds. There have been many attempts to stop Venice sinking; Carnevale – a big celebration in many Italian cities but especially special in Venice. Discuss the meaning of <i>Carnevale</i>.</p> <p>Ask students what they have learned about <i>Venezia</i> and what can be added to the Venn diagram they have previously started, comparing Australia and Italy.</p> <p>22. I colori Revise and drill colours. Explain that colours are describing words/adjectives and that adjectives change their endings in Italian. Make comparisons with English. Ask students if they recall any other words where they have to change the ending of the word when talking about a girl/boy, for example, <i>alto/a</i>.</p> <p>Provide students with a colour chart showing the changes:</p> <table border="1" data-bbox="1329 653 2228 808"> <thead> <tr> <th>Masculine Singular <i>il pastello</i></th> <th>Masculine Plural <i>i pastelli</i></th> <th>Feminine Singular <i>la matita</i></th> <th>Feminine Plural <i>le matite</i></th> </tr> </thead> <tbody> <tr> <td><i>rosso</i></td> <td><i>rossi</i></td> <td><i>rossa</i></td> <td><i>rosse</i></td> </tr> <tr> <td><i>verde</i></td> <td><i>verdi</i></td> <td><i>verde</i></td> <td><i>verdi</i></td> </tr> <tr> <td><i>rosa</i></td> <td><i>rosa</i></td> <td><i>rosa</i></td> <td><i>rosa</i></td> </tr> </tbody> </table> <p>23. Recap main differences such as feminine and masculine and that the colour adjective goes after the noun. Model and ask students to give examples using classroom items.</p> <p>24. Maschera activity Show students images of a range of <i>maschere di Carnevale</i> and ask them the question <i>Di che colore è la maschera?</i> Remind students that <i>maschera</i> is a feminine singular noun. Students respond giving the colours in Italian. Use masks with patterns to illicit responses using plural forms of the colours, for example, <i>Di che colore sono i puntini (pois)/le stelline?</i></p> <p>Provide students with some background on the <i>maschere di Carnevale</i>, such as commonly and traditionally used materials, papier-mâché, porcelain and leather.</p> <p>Provide students with a choice of mask templates to decorate. Whilst students are decorating their <i>maschera</i>, ask students what colours they are using for the mask, for example, <i>Di che colore è la (tua) maschera?</i> Ask students to respond in Italian, for example, <i>La maschera è rossa, verde e gialla.</i> Highlight the use of <i>è</i> and <i>sono</i>.</p> <p>25. Di che colori hai gli occhi? Remind students that colours can also be used when describing hair and eyes. Introduce additional colour adjectives, for example, <i>biondi, marroni</i>.</p> <p>Drill the questions and answers for giving hair and eye colour, for example, <i>Di che colore hai i capelli?; Ho i capelli + colour (in plural).</i></p> <p>Drill the questions and answers for asking about someone else's hair or eye colour, for example, <i>Di che colore ha gli occhi Paola?; Paola ha gli occhi + colour (in plural).</i> Revise the singular forms of the verb <i>avere</i>.</p> <p>26. Use the online story Un Dipinto per Papà in Languages Made Easy <i>The Adventures of Alexandra</i>, to revise parts of the body, pencil-case items and colours. Read story without audio narration and then with narration. Provide the students with opportunities to read the story and practice pronunciation. Use accompanying worksheets to support learning.</p> <p>27. Nazionalità Ask students to consider the word 'nationality' and what it means to them. Explain that a person's nationality usually refers to the country where they were born; however, people can change their nationality if they go to live in a different country. Ask students if they know:</p> <ul style="list-style-type: none"> ▪ the word we use in English for the nationality of someone who was born in Australia ▪ anyone who wasn't born in Australia and if they know the country these people come from and their nationality <p>Introduce four countries and the related nationalities ending with:</p> <ul style="list-style-type: none"> ▪ an 'o', for example, <i>Australia/australiano, Italia/italiano, America/americano,</i> | Masculine Singular <i>il pastello</i> | Masculine Plural <i>i pastelli</i> | Feminine Singular <i>la matita</i> | Feminine Plural <i>le matite</i> | <i>rosso</i> | <i>rossi</i> | <i>rossa</i> | <i>rosse</i> | <i>verde</i> | <i>verdi</i> | <i>verde</i> | <i>verdi</i> | <i>rosa</i> | <i>rosa</i> | <i>rosa</i> | <i>rosa</i> | <p>[Gondola information from: Gondola. (2018). In <i>Wikipedia</i>. Retrieved June, 2018, from https://en.wikipedia.org/wiki/Gondola Used under Creative Commons Attribution-ShareAlike 3.0 Unported Licence]</p> <p>[Rialto Bridge information from: The editors of Encyclopædia Britannica. (n.d.). <i>Rialto Bridge</i>. Retrieved June, 2018, from https://www.britannica.com/topic/Rialto-Bridge]</p> <p>Templates Carnevale masks https://www.google.com.au/search?q=carnevale+masks+templates&tbm=isch&source=iu&ctx=1&fir=YSxbA9I5WwCyFM%253A%252CCTzPmGqAJsGL5M%252C&usg=DL34wdHIR9DkKiH-fsj5PP0iOG0%3D&sa=X&ved=0ahUKewj32K3k48zZAhVHCKwKHS0cDFwQ9QEIKzAA#imgrc=YSxbA9I5WwCyFM:</p> <p>Website Languages Made Easy https://languagesmadeeasy.com.au/products.htm YouTube video Un Dipinto per Papà https://www.YouTube.com/watch?v=hyZbHknBaOo</p> |
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| Masculine Singular <i>il pastello</i> | Masculine Plural <i>i pastelli</i> | Feminine Singular <i>la matita</i> | Feminine Plural <i>le matite</i> | | | | | | | | | | | | | | | | | | |
| <i>rosso</i> | <i>rossi</i> | <i>rossa</i> | <i>rosse</i> | | | | | | | | | | | | | | | | | | |
| <i>verde</i> | <i>verdi</i> | <i>verde</i> | <i>verdi</i> | | | | | | | | | | | | | | | | | | |
| <i>rosa</i> | <i>rosa</i> | <i>rosa</i> | <i>rosa</i> | | | | | | | | | | | | | | | | | | |

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| | and Italian. | | | <p><i>India/indiano</i>. Remind them that nationalities are adjectives, just like colours, and the ending of these will change depending on who or what you are talking about. Use images of famous males and females to demonstrate.</p> <ul style="list-style-type: none"> ▪ ‘ese’, for example, <i>Irlanda/irlandese, Francia/francese, Nuova Zelanda/nezelandese, Cina/cinese</i>. Ask students if they think these nationalities will change depending on who or what you are talking about. <p>Revise and practise rules of pronunciation, for example, <i>ci, ce, gn, gi, ge</i> sounds in nationalities/countries.</p> <p>Revise the singular forms of <i>essere</i> and drill the questions and answer for:</p> <ul style="list-style-type: none"> ▪ giving nationality, for example, <i>Di dove sei?</i> or <i>Di che nazionalità sei?</i>; <i>Sono</i> + nationality. ▪ asking about someone else’s nationality, for example, <i>Di che nazionalità è Paola?</i>; <i>Paola è</i> + nationality. <p>28. Use Slideshare to introduce other nationalities and to gauge students’ understanding of the written Italian by viewing the personal profiles provided, for example, <i>Ciao! Mi chiamo Pedro e abito a Madrid, in Spagna. Sono spagnolo</i>. Ask students if they can identify:</p> <ul style="list-style-type: none"> ▪ the name of the person. What led them to this answer? ▪ whether the name of a country or city used in the description. Which? How do they know? ▪ whether the person a male or female. What clues are there? ▪ which words would they need to change if they wanted to write a description of themselves? <p>Ask students to consider any differences between the Italian and English way of stating nationality, for example, lower case, feminine/masculine endings.</p> <p>29. Personal interview activity sheet Distribute and ask students if they recognise what the first question means/information they need to provide. Continue with each of the questions discussing what information should be added to complete each response.</p> <p>Where relevant, reinforce some understandings related to using Italian, for example, omission of pronouns, use of ordinal numbers for birthday date, apart from the 1st, and use of lower case for the month. Practice the questions/answers with the class.</p> <p>30. Nazionalità Storyboard View storyboard/cartoon. Read to the class and gauge understanding through questioning. Encourage some students to present to the class. Review the structures used in the storyboard and the conventions of a conversation, for example, turn-taking, question and answer, use of <i>è tu</i> rather than repeating the question.</p> <p>Instruct students that they are going to create their own storyboard using their own information (name and nationality) for one of the characters and choosing another, real or fictitious, second character. They will then present their storyboard to the class. Display storyboards in the classroom.</p> <p>31. Rubamazzo game Prepare the cards provided on the worksheet Languages Online 14 #5 prior to the lesson. One set of cards is required for every group of 2 or 3 students.</p> <p>Discuss the significance of the word <i>Rubamazzo</i>. Explain the instructions provided on the worksheet to the students and drill the language to be used. Model the playing of the game with a student. Encourage the students to shout <i>Rubamazzo!</i> when they use all their cards. Allocate students to pairs play the game <i>Rubamazzo</i>.</p> <p>32. La carta d’identità Provide students with the worksheet and revise question and answers related to the information on the worksheet. Ask students to complete the worksheet by taking turns to ask their partner in Italian the questions related to information required on the sheet.</p> <p>33. Indovina chi? game Show students a set of picture cards including faces of a range of people, with differing hair/eye colour and showing information about ages, nationalities, for example, flags. Revise the adjectives for giving hair and eye colours, and nationalities, numbers and question structures starting with <i>avere/essere</i>, for example, <i>Ha gli occhi</i></p> | <p>Nationality slides https://www.slideshare.net/elenab76/preposizioni-39830022 https://www.slideshare.net/masseroni/nazionalit-8866458</p> <p>Activity sheet Personal interview (suggested questions and responses) <i>Come ti chiami?</i> <i>(Io) Mi chiamo /sono _____</i> <i>Come stai?</i> <i>(Io) _____ grazie.</i> <i>Quando è il tuo compleanno?</i> <i>Il mio compleanno è _____</i> <i>(Tu) Quanti anni hai?</i> <i>(Io) ho _____ anni.</i> <i>(Tu) Dove abiti? (Where do you live?)</i> <i>(Io) abito a _____ .</i> <i>Di che nazionalità sei (tu)?</i> <i>(Io) sono _____ .</i></p> <p>Storyboard activity http://storyboradthat.com/</p> <p>Example of language for the storyboard: <i>Giada e Lucas sono a Roma per studiare.</i> <i>G: Buongiorno. Come ti chiami?/Mi chiamo Giada. E tu?</i> <i>L: Mi chiamo Lucas. Piacere.</i> <i>G: Piacere. Di dove sei Lucas?</i> <i>L: Sono francese, di Parigi. Tu, di dove sei?</i> <i>G: Sono di Barcelona, sono spagnola.</i></p> <p>Game Rubamazzo http://www.education.vic.gov.au/languagesonline/italian/topic14/resources/print05.pdf</p> <p>Worksheet La carta d’identità (possible categories – <i>Nome, Città, Data di nascita, Età, Occhi, Capelli, Altezza, Nazionalità</i>)</p> <p>Game Indovina chi? descriptions</p> |
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| | | | | <p><i>azzurri?, È italiana?</i></p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ use adjectives (colours and nationalities) to describe something or someone (including changing the ending) ▪ exchange information about nationality ▪ begin to participate in exchanges (in English) about how Italian works using language such as, adjectives, describing words, feminine, masculine. ▪ distinguish between the Italian for asking a question and giving the reply ▪ complete their personal interview sheet. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ writing of their <i>Nazionalità</i> storyboard ▪ asking questions and completing the information for their partner's <i>carta d'identità</i>. | |
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Sequence of teaching and learning

| Term 2 Week | Focus | Communicating | Understanding | Suggested Teaching and Learning Activities and Assessment | Resources |
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| 1–4 | <p>Conosciamo la famiglia Students share information about their family with others.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> acquire vocabulary to talk about self and family locate specific information from a range of texts about self and family use modelled language to exchange information about self and family begin to recognise how plurals are formed begin to understand agreement when talking about the family. | <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> | <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Identifying gender, singular and plural nouns in the regular form, for example, <i>il quaderno/i quaderni; la mela/le mele</i></p> <p>Using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, <i>la mano, il papa</i></p> <p>Using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i></p> <p>Using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership, for example, <i>la mia casa; la tua famiglia; il tuo cappello; mia nonna</i></p> | <ol style="list-style-type: none"> Ritorniamo a scuola Roll call; students answer with <i>qui/presente</i> or <i>non qui/assente</i>. Ask students to reflect/recall content from Term 1. Checklist Provide and discuss Checklist for Term 2. La famiglia Introduce and practice the vocabulary for members of the family. Write the corresponding vocabulary, including the definite articles, on the interactive whiteboard, for example, <i>la madre/la mamma; il padre/il papà</i>. Ask students to think of an explanation to when the definite article <i>il</i> or <i>la</i> is used. Provide opportunities to practise family vocabulary: <ul style="list-style-type: none"> <i>la famiglia Trova le Parole</i> worksheet Languages Online 9 #3 <i>l' albero genealogico</i>: label a family tree Teach students the rules of the Chi manca? game Quante persone ci sono nella tua famiglia? Provide students with images of various families. Ask students to count the number of people in their family and give the number in response to the question. Introduce the structures <i>Hai un fratello o una sorella?; (Io) Ho ____ sorella/e e ____ fratello/i; (Io) Non ho fratelli o sorelle</i>. Explore <i>un</i> vs <i>una</i>, singular vs plural for family members. Remind students of the plural endings used with the colour adjectives. View the <i>La famiglia</i> clip. Ripasso Divide class into groups to play review quiz, for example, using Quizlet, based on language/culture covered in Term 1 <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> identify specific vocabulary when listening and write familiar vocabulary (cloze activity) recognize familiar questions and respond appropriately in Italian during Q&A drills. <ol style="list-style-type: none"> La famiglia - Cloze listening activity Revise vocabulary related to family. Read/play recording of a family member introducing him/herself, for example, <i>Ciao mi chiamo Susanna, sono la madre di Paolo</i>. Ask students what information or words they have understood in the introduction. Discuss. Provide students with the cloze activity sheet and instructions. Play the recording of each family member introducing themselves/or being introduced by someone else and ask students to complete the activity. Reinforce family member vocabulary and questioning structures by asking students to show understanding, for example, <i>Come si chiama la madre di Paolo?; (Si chiama) Susanna or Chi è Susanna?; La madre (di Paolo)/Mum; Susanna è il padre? No, (è la madre)</i>. Encourage students to respond in Italian where they can. La tua famiglia Ask students to consider the difference between the questions <i>Come ti chiami?/Come si chiama?</i> and <i>Mi chiamo/Si chiama</i>. Use <i>la famiglia</i> flashcards/cut-out figures to practice asking and responding to the questions. Introduce your family, for example, <i>Questa è la mia famiglia. Ecco mia madre, si chiama Wilma. Questo è mio padre, si chiama Fred. Questa è mia sorella, si chiama Pebbles. Ecco il mio cane, si chiama Dino. Questo è il mio gatto, si chiama Baby Puss.</i> | <p>Checklist New content to be learnt in Term 2</p> <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in <i>Suggested Teaching and Learning Activities and Assessment</i> column https://www.education.vic.gov.au/languagesonline/italian/italian.htm</p> <p>Worksheet L' Albero Genealogico</p> <p>Game Chi manca? Show students images of a family and ask them to identify the members of that family. Hide the image of one member and ask <i>Chi manca?</i> Students guess, giving the name of the missing family member in Italian, and the drill continues with the image of another member being hidden.</p> <p>Images of family members</p> <p>YouTube video La famiglia (plurals) https://www.YouTube.com/watch?v=2DQBExvwIDg</p> <p>Quizlet Application La famiglia review quiz https://quizlet.com/</p> <p>Activity Cloze Listening introductions and worksheet</p> |

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| | | | <p>Provide the written introduction of your family on the interactive whiteboard.</p> <p>Ask students to consider and discuss:</p> <ul style="list-style-type: none"> the meaning/use of <i>questo/questa/ecco</i> and <i>mio/mia</i>. why <i>il</i> has been used before <i>mio</i> for <i>cane</i> and <i>gatto</i> and not for family members (stress <i>il mio papà</i> and <i>la mia mamma</i> if appropriate) why the ending of <i>chiama</i> does not change before a boy/male. <p>Complete worksheets Languages Online 7 #2 <i>mio/mia</i> and 9 #4 <i>Chi è?</i></p> <p>9. Quanti anni ha? Ask students to consider the difference between the questions <i>Quanti anni hai?/Quanti anni ha?</i> and <i>Ho otto anni/Ha otto anni</i>. Use <i>la famiglia</i> and <i>i numeri</i> flashcards to practice asking and responding to the questions.</p> <p>Provide electronic device access to complete interactive activities Languages Online 10 #5 and 6.</p> <p>10. Questa è la mia famiglia Revise demonstrative adjectives <i>questo/a/i/e</i> using PowerPoint La mia famiglia (tes). Drill with members of the family, including plurals.</p> <p>Divide class into pairs and provide each student in the pair with the image of a different fictitious/celebrity family with at least three members (labelled in English with names and family relationship). Ask student to:</p> <ol style="list-style-type: none"> Imagine this is their family and to use the model provided (see #4) to write a description of the family. Use the description to introduce the family to their partner. Ask some students to read out their description. Swap partners and introduce ‘their’ family to their new partner. Swap images and find a new partner and introduce their ‘new’ family to this partner. They can use their original family description to support them in giving the description of their new family. <p>11. Il Gioco delle 7 famiglie Introduce and play the game (use online templates to create cards). Students ask each other for cards that illustrate the family member they require to complete their set, for example, <i>Dammi la madre Rossi per piacere!</i>; <i>Buona scelta!</i>; <i>Ecco!</i></p> <p>12. Ripasso Provide opportunities for students to practice the vocabulary presented in this unit so far. Divide students into 4 groups:</p> <p>Group 1 splits in pairs and plays <i>Il Gioco delle 7 famiglie</i></p> <p>Group 2 splits in pairs and plays colour <i>Tombola</i>.</p> <p>Group 3 students work individually to complete a <i>Trova Parole</i> with vocabulary related to family and nationalities</p> <p>Group 4 works with the teacher to complete a <i>Indovina chi</i> activity.</p> <p>13. Worksheet assessment Provide students with combined worksheet Languages Online 10. Work with students to do one or two from activities 2-6. Instruct students to do Activity 1 last. Ask students to work individually to complete the worksheet.</p> <p>14. L'alfabeto View the clip of the Italian Alphabet song and ask students to listen to the pronunciation of the letters. Discuss what is similar and different to the letters in the English alphabet, add information to the Venn diagram.</p> <p>Provide opportunities to practise the pronunciation of letters:</p> <ul style="list-style-type: none"> view ‘Italy Made Easy - Learn the Italian Alphabet: The 21 Italian Letters’ play letter <i>Tombola</i> spell words for students to transcribe ask students to spell their name and familiar vocabulary in Italian. <p>If time permits introduce students to the <i>Alfabeto telefonico italiano</i> and show map with cities that correspond to the letters marked.</p> | <p>Powerpoint <i>La mia famiglia</i> demonstrative adjectives https://www.tes.com/teaching-resource/la-mia-famiglia-italiano-6101386</p> <p>Game <i>Il Gioco delle 7 famiglie</i>: http://web.ac-reims.fr/dsden52/ercom/documents/langue_s_etrangeres/ressources_pour_la_classe/jeux_x/jeux_de_plateaux_et_de_cartes/happy_family_reglesdujeu_et_cartes.pdf</p> <p>Game <i>Tombola</i></p> <p>Worksheet <i>Trova Parole La famiglia</i></p> <p>Song Canzone dell'alfabeto ABC - Italian Songs for children by Coccole Sonore https://www.YouTube.com/watch?v=VMdG_bVWrifc</p> <p>Italy Made Easy - Learn the Italian alphabet: The 21 Italian Letters https://www.YouTube.com/watch?v=UF1nqgmXwew</p> <p>Alfabeto telefonico italiano http://parliamoitaliano.altervista.org/alfabeto-italiano-mi-scusi-come-si-scrive/</p> <p>Italy Made Easy - Learn the Italian Alphabet: Learn How to Spell Words in Italian https://www.YouTube.com/watch?v=Kjfz7at4j64</p> |
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| | | | | <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> use adjectives to describe family members introduce the members of a family respond to questions about family distinguish between the use of <i>mio</i> and <i>mia</i>; <i>il</i>, <i>la</i> and <i>l'</i>; singular and plural forms of nouns. Formal assessment using the following activity: <ul style="list-style-type: none"> completed Languages Online 10 - combined worksheet. | |
| 5–10 | <p>Conosciamo Fido! Students share information about their family and pets with others. They also design a greeting card for World Parent Day.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> acquire vocabulary to talk about pets and people locate specific information from a range of texts about pets and family use modelled language to exchange information about pets and family engage in a survey about pets write and record a message in a greeting card for World Parents' Day develop a description of a fictional character continue to build understanding of how plurals are formed. | <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p> | <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, <i>la mano, il papa</i></p> <p>Using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i></p> <p>Recognising suffixes to add nuance, for example, <i>-ino, fratellino, piccolino</i></p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Italian texts</p> <p>Understand and demonstrate how language use changes over</p> | <p>15. Gli animali domestici Use animal flashcards to revise/introduce pets, for example, <i>gatto, cane, coniglio, pesce (pesciolino), uccello (uccellino), tartaruga, topo, gallina, anatra</i>. Drill vocabulary and support students to sort the nouns into masculine (<i>il</i>) and feminine (<i>la</i>) words and to think about how the definite articles <i>il</i> or <i>la</i> are used. Discuss the use of <i>l'</i>. Practise pronunciation of some Italian digraphs + vowel, such as, '<i>gl</i>' as in <i>coniglio</i> and <i>famiglia</i>; '<i>sc</i>' as in <i>pesce</i>; '<i>gn</i>' as in <i>signora</i>. Discuss <i>-ino</i> suffix and how it can be added to some words to indicate small or cute.</p> <p>Q&A Ask students questions to show language in use, gauge understanding and allow students to practise vocabulary.</p> <p>Ask students to recall how the question 'Do you have...' was expressed when talking about family members. Show them how the same structures can be used to talk about other things by introducing the question <i>Hai un animale?</i> and the model responses: <i>No, non ho un animale; Sì, ho un cane; Sì, ho un gatto e due uccellini</i>.</p> <p>Explore with students singular vs plural; use of definite vs indefinite article.</p> <p>Provide opportunities to practise animal vocabulary and structures, and definite articles:</p> <ul style="list-style-type: none"> play/complete worksheets Languages Online 15 #1, 2, 3, 4 drill with animal dice – each facet of the die has a different animal/s play <i>l'impiccato</i> (Hangman) <p>16. Sondaggio di classe - Languages Online 15 #5 Divide the class into 4 groups, each with a scribe and leader to survey their group (including themselves) on the number of pets each person has, for example, Leader: <i>Hai un animale?</i> Student 1: <i>Sì, ho due uccelli e un cane</i>. Compile a whole class table of the data of the number of animals.</p> <p>Use the information in the table to model how to draw a simple column graph (animals on the horizontal axis and numbers on the vertical) on a large sheet of paper and display in the class.</p> <p>Ask questions to confirm students understanding of the information represented in the graph, for example, <i>Quanti gatti ci sono?; Quale animale è più popolare?</i> (Use gestures to assist students to understand unfamiliar structures). Students may respond in English or Italian.</p> <p>17. Checklist students practice the questions, answers and language on their Checklist; testing individually and with partners.</p> <p>18. Chi sono Gli Incredibili? Play the movie trailer for <i>Gli incredibili</i>. Ask students to listen for words they may recognise. Show an image of the parents from <i>The Incredibles</i> and ask students to provide words and phrases (English and Italian) to describe what they look like. Use the image to reinforce/introduce:</p> <ul style="list-style-type: none"> prior learning related to hair and eye colour, for example, <i>Di che colore ha i capelli Mr Incredible?</i> prior learning related to nationalities, for example, <i>americano</i> additional vocabulary for hair style, for example, <i>lunghi, lisci, corti</i> adjectives to describe appearance and personality, for example, <i>grande, forte, gentile, giovane, intelligente, buffo, alto, calmo, bello, piccolo, simpatico, magro, attivo,</i> | <p>Flashcards of Gli animali</p> <p>Example Q&A Teacher: (holding up the card of the dog) <i>È il cane?</i> Students: <i>Yes/sì, (it is the dog/è il cane)</i>. (NB: students may respond in English or Italian, depending on their confidence.) Teacher: (holding up the card of the rabbit) <i>È l'uccello?</i> Students: <i>No, it's the rabbit.</i> Teacher: <i>È il coniglio?</i> Students: <i>Sì, (è il coniglio)</i>. Teacher: <i>È questo, cos'è?</i></p> <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in <i>Suggested Teaching and Learning Activities and Assessment</i> column) https://www.education.vic.gov.au/language/online/italian/italian.htm</p> <p>Game L'impiccato Students try to guess a word or phrase by asking whether a particular letter is present within a certain number of guesses (before the drawing of the <i>Hangman</i> is complete).</p> <p>Dice drill Each face of a die has the picture of a different vocabulary item. Students take turns in rolling and giving a response shown by the picture, for example, <i>lo ho un cane</i>. https://www.firstpalette.com/tool_box/prin</p> |

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| | | <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> | <p>time and that Italian has influenced many languages, including English</p> <p>Notice differences between Italian, Australian and other cultures' practices and how these are reflected in language</p> | <p><i>robusto, vecchio.</i></p> <p>Ask students to:</p> <ol style="list-style-type: none"> Reflect on similarity of any Italian adjectives with English, and reinforce the concepts of cognates and 'false friends'. Recall rules for adjectives from learning nationalities and colours in Term 1 and apply when describing appearance and personality. <p>Reinforce adjectives and forms of <i>essere</i> by asking questions to allow students to show understanding, for example, <i>Il padre è forte? Sì, (è forte); La madre è forte? Sì, (è forte); Il padre è piccolo? No (No, non è piccolo/è alto); Chi è piccola? La madre (è piccola).</i></p> <p>Provide opportunities to practise adjectives with:</p> <ul style="list-style-type: none"> ▪ fly swat drill with adjectives ▪ cloze activities ▪ card match <p>19. Presentiamoli! Work with the class to complete a portrait of <i>Mr Incredible</i> by labelling him with adjectives and phrases as the students call them out.</p> <p>Revise the forms of <i>avere</i>.</p> <p>Use the language provided to develop a joint description of <i>Mr Incredible</i>, for example, <i>Ecco il padre si chiama Mr Incredible. È alto e forte. Ha i capelli biondi e corti. Ha gli occhi azzurri e ha la maschera nera. Lui è molto buffo.</i></p> <p>Divide students into groups to:</p> <ol style="list-style-type: none"> select Italian adjectives and phrases to label <i>Elastigirl</i> write a description of <i>Elastigirl</i> take turns in presenting their <i>Elastigirl</i> description to the class. <p>20. Come sei (tu)? Com'è tuo padre? Com'è tua madre? Show students how the adjectives they have used to describe <i>The Incredibles</i> can be used to describe themselves and their parents. Revise (<i>io sono</i> vs (<i>lui/lei</i>) è.</p> <p>Ask the first student the questions <i>Come sei (tu)? Com'è tuo padre? Com'è tua madre?</i>, and ask that they are to provide an adjective in Italian for each question. Write their responses on the board. That student then asks the next student the three questions. Write the responses on the board. Continue until everyone has had a turn at asking the questions and giving the responses.</p> <p>21. La Giornata Mondiale dei Genitori (1° giugno) Provide modelled language for students to design and create a greeting card for World Parents' Day, for example, <i>Auguri per la giornata mondiale dei genitori; ti amo, mamma; papà sei buffo, mamma sei bravissima.</i> Revise (<i>io sono</i>; (<i>tu</i>) sei; (<i>lui/lei</i>) è.</p> <p>Ask students to prepare a short description of one or both of their parents and use Seesaw to record them reciting the description in Italian and with an English translation. Generate a QR code to include in the greeting card so that parents can view their child's description.</p> <p>22. Artisti italiani Provide students with a brief introduction to Italian Renaissance artists. Highlight some facts about the artists, for example, the story of Giotto and his perfect circle (students can try drawing a circle); how Da Vinci was ambidextrous (students can try writing/drawing using the opposite hand to what they normally use); how it took four years for Michelangelo to paint the ceiling of the Sistine Chapel, most of the time on his back (students can tape paper to the underside of their desks and try to draw).</p> <p>Use portraits by famous Italian artists to reinforce descriptive and expressive language by asking the student to describe what they see, for example, <i>Dov'è il padre?; Di che colore ha i capelli?; Di che colore ha il vestito?; È contento?</i></p> <p>Revise <i>Ti piace?</i> and related responses. Ask students to consider their reactions to the portraits shown and how they could describe it using the language they have learnt, for example, <i>Ti piace questo quadro?; Sì mi piace perché è bello/interessante/vivace; non mi</i></p> | <p>tables/cube.html</p> <p>Film trailer <i>Gli incredibili</i> https://www.YouTube.com/watch?v=qN8X-IJONi4 https://www.YouTube.com/watch?v=Wj_LIEHQ9Vk</p> <p>Images of The Incredibles</p> <p>Activity Portrait of Mr Incredible</p> <p>Greeting card <i>La Giornata Mondiale dei Genitori</i></p> <p>Application Seesaw https://web.seesaw.me/</p> <p>QR code generator https://www.the-qr-code-generator.com/</p> <p>Website Italian Renaissance art https://kids.kiddle.co/Italian_Renaissance_art</p> <p>Website Portraits by Italian artists https://arthistoryproject.com/artists/sofonisba-anguissola/portrait-of-the-artists-family/ https://www.nga.gov/features/slideshows/portrait-painting-in-florence-in-the-later-1400s.html#slide_6</p> |
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| | | | <p><i>piace perché è troppo scuro.</i></p> <p>23. Come è nonna Marina? Provide students with a text describing a family member. Ask that they read the description and complete a drawing from the description, for example, <i>Questa è mia Nonna. Si chiama Marina. Ha cinquantasei anni. Lei è alta e magra. Ha gli occhi verdi, i capelli neri e lisci. Porta gli occhiali azzurri e il vestito (dress) arancione.</i></p> <p>Ask students to underline which words in the description would need to change if describing <i>Nonno Mario</i>. Discuss elements of a description.</p> <p>Read a series of descriptions one sentence at a time, repeating each sentence. Students draw and colour the accompanying illustration. Display the Italian description on the interactive whiteboard so that students can read and check their work. Instruct students to raise and show their picture for a quick comparison. The students with all items/elements included in their illustration win.</p> <p>Ask students to take turns reading the descriptions and translating. Show a correct illustration for each description and ask students to reflect on what they did/did not understand; what they did well and what they can improve on, for example, 'I did really well understanding the name, age and colours but I had trouble remembering some of the body descriptions like the hair and eyes, and adjectives like <i>alto</i>.'</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ respond to questions about family and animals ▪ worksheets 1 and 2 Languages Online 15 ▪ use Italian alphabet to spell their name and play <i>l'impiccato</i> ▪ participate in Quizlet ▪ complete the <i>Sondaggio di classe</i> ▪ use family-related vocabulary ▪ write and present a description of <i>Elastigirl</i> to the class ▪ complete their Term 2 Checklist ▪ comprehend and use a range of adjectives to describe themselves and their parents. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ worksheets 3 and 4 Languages Online 15 ▪ description of parent for the World Parent's day card ▪ response to a written/oral description of a person by drawing a picture to illustrate. | <p>Text Nonna Marina</p> <p>Text series of descriptions</p> |
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Sequence of teaching and learning

| Term 3 Week | Focus | Communicating | Understanding | Suggested Teaching and Learning Activities and Assessment | Resources |
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| 1–7 | <p>Questa è la mia famiglia Students draw a family portrait with an accompanying description.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> acquire additional vocabulary to express likes and dislikes acquire additional vocabulary and expressions to extend descriptions of family continue to develop an awareness of the need to vary some grammatical elements when describing self and others respond to specific questions about family. | <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come stai?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> | <p>Learning simple verbs to describe actions and using them in formulaic expressions, for example, <i>Mi piace cantare/giocare; Ti piace questo giocattolo?</i> (*content from Pre-primary syllabus)</p> <p>Expressing negation, for example, <i>Non mi piace</i> (*content from Pre-primary syllabus)</p> <p>Recognise and write high-frequency words and expressions in familiar contexts Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English</p> | <ol style="list-style-type: none"> Revise previous learning by using a Show Me Board. Call out a list of questions related to what students have learned the previous semester. Instruct students to write their answers and hold up their show me board. Check who has understood and who needs further support or clarification. Use <i>sì, giusto/a, corretto/a</i> or <i>no, non è corretto</i> to provide feedback to students. Checklist Provide and discuss Checklist for Term 3. La mia famiglia In preparation for the assessment, ask students to share what they think would be included in introduction/description of their family and to provide examples of how to say it in Italian. Show students a sample of a family description and read aloud with them. Revise and practise with students: <ul style="list-style-type: none"> <i>mi chiamo</i> vs <i>si chiama</i> <i>ho</i> vs <i>ha</i>; <i>sono</i> vs <i>è</i> forming plurals of nouns personal pronouns <i>io</i> and <i>lui/lei</i>. demonstrative and possessive adjectives numbers hair and eye descriptions adjectives (including nationalities) Complete a Quizlet based on the vocabulary and structures needed to complete Parts A and B of the Assessment. La mia famiglia – assessment Part A Explain to the students that they are going to draw a portrait of their family and write an introduction to the family, including descriptions of 4 family members (students may opt to describe a fictitious/celebrity family). Ask students to decide who they are going to describe, and to make a note of their decision, based on the following: <ul style="list-style-type: none"> at least one must be female at least one a male the student must include themselves a pet can be included instead of one family member. Provide students with an A3 sheet of paper, ask them to fold it in half; the top half will be for the family portrait and the bottom half for the description. Ask them to draw lines for writing. Allow students time to draw the portrait of their family, if they do not complete the portrait in the time provided they can do so after they have completed their descriptions. Instruct students to write their introduction and 4 descriptions, reminding them to include in each description: <ul style="list-style-type: none"> the person's name how they are related (uncle, sister, grandmother) their age description of hair/eyes at least two adjectives to describe them. NB: Ask students to leave space to add one more sentence to each description – see Activity #9 <i>mi piace</i>) | <p>Show Me Boards Small whiteboards, electronic devices, A3 scrap paper</p> <p>Checklist New content to be learnt in Term 3</p> <p>Assessment task La mia famiglia (Accessible on the School Curriculum and Standards Authority website)</p> |

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| | | | | <p>5. Checklist students practice the questions, answers and language on their checklist in preparation for Part B of the assessment.</p> <p>6. La mia famiglia – assessment Part B Explain that each student will be asked five questions based on the information in their family album, for example, <i>Chi è?; Com'è tuo padre/ tua madre?; Dov'è tuo padre/tua madre?; Dove sei tu?; Tu, come sei?; Chi è (name)?</i></p> <p>7. Ripasso Provide language practice activities for students to complete while individually assessing students for Part B.</p> <p>8. Cosa ti piace? Revise <i>mi piace</i> and <i>non mi piace</i> + nouns, for example, <i>mi piace la pizza/il gelato/il calcio; non mi piace la pizza/l'anguria/il nuoto</i>. Drill the structures.</p> <p>Provide an opportunity for students to identify food words used in English that may come from Italian. Ask them to consider the ending of the Italo-Australian words 'broccoli' and 'zucchini' and what this could tell us about the words.</p> <p>Ask students to consider the spelling and pronunciation of the verb <i>piacere</i>. Provide opportunity to practise 'ce', 'ci', 'co', 'ca', 'cu' letter combinations in words.</p> <p>Revise <i>Ti piace+verb?</i>, for example, <i>Ti piace giocare a calcio?; Ti piace leggere?</i> Introduce a range of activities relevant to the students, for example, <i>nuotare, mangiare</i> + food, <i>saltare, fare</i> + activity, <i>guardare la televisione</i>. Drill. Play Memory card game with verbs.</p> <p>Provide students with opportunities to practise <i>piacere</i> expressions and vocabulary:</p> <ul style="list-style-type: none"> ▪ Languages Online worksheets 21 #1 <i>Mi piace e non mi piace</i> and #2 <i>Cosa ti piace fare?</i> ▪ Drawing game ▪ Oral activity Model the activity and required language before asking students to participate. Provide students with cue cards showing their likes and dislikes (there are two cards with the same information). Ask students to use Italian to find their partners, the student who shares their likes and dislikes, for example, <i>Ti piace il gelato?; Sì mi piace il gelato; No non mi piace (il gelato)</i>. <p>9. Mi piace... Ask students to write two sentences:</p> <ol style="list-style-type: none"> i. The first sentence starts with <i>Mi piace</i> and is followed by one item they like to eat and one activity they like to do ii. The second sentence starts with <i>Non mi piace</i> and is followed by one item they don't like to eat and one activity they don't like to do <p>Ask students to add these sentences to their description on their family portrait.</p> <p>10. Checklist: Students to tick their self-assessment checklist and look where their gaps in learning are and focus on those areas (not the ones they now know very well).</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ complete worksheet activities ▪ participate in oral activity ▪ develop sentences using <i>Mi piace</i>. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Questa è la mia famiglia:</i> <ul style="list-style-type: none"> ○ Part A ○ Part B | <p>YouTube video <i>Mi piace+verb</i> https://www.YouTube.com/watch?v=D0nfna7g5UO</p> <p>Memory card game Provide small groups of students with sets of cards comprising of a set of Italian words on half the cards and, on the remaining half of the cards, the English translation or a pictorial representation. The student place the cards face down and take turns turning two cards to find a matching pair. The winner is the student with the most matching pairs. Can also be done using online applications.</p> <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in <i>Suggested Teaching and Learning Activities and Assessment</i> column https://www.education.vic.gov.au/languageonline/italian/italian.htm</p> <p>Drawing game Split the class into two (or more) groups. One student from each group goes to the board. Show these students a word/phrase related to <i>Cosa ti piace</i> (or whichever topic is being covered). The students at the board draw the word/phrase in an attempt to get their team to guess/say the word first and to score a point. Repeat with different students drawing. Written words, speaking or gestures are not allowed.</p> <p>Activity Oral, using cue cards</p> |
| 8–10 | Conosciamo il tempo Students create a poem or song about the weather and | Participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite | Interact with the teacher and peers, using simple descriptive or expressive modelled | 11. Ripasso - Quick thinking game Divide the class into two teams. Students raise their hands to give the answer to the questions below. For each correct answer award a point to that team on the whiteboard. The team with the most points wins. | Quick thinking game |

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| | <p>what they like to do.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> acquire vocabulary and expressions to talk about the weather acquire additional vocabulary and expressions to extend descriptions of family learn an Italian poem write and perform a poem or song in Italian continue to develop an awareness of the need to vary some grammatical elements when describing self and others. | <p>elements and making simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> | <p>language and gestures, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, <i>Martedì, io vado al cinema; Il mio compleanno è il venticinque marzo; Buon compleanno Mauro! Tanti auguri!; Buon Natale!; Oggi fa bel tempo/piove</i> (*content from Year 2 syllabus)</p> | <p>Questions:</p> <ul style="list-style-type: none"> give a noun in Italian and ask students whether it is masculine or feminine give a noun in Italian and ask students whether it will take <i>mio</i> or <i>mia</i> give a masculine noun and ask students for the plural form give a feminine noun and ask students for the plural form give an adjective, for example, <i>alto, basso, americano</i>; and ask students for the feminine form (include adjectives ending in 'e'; <i>intelligente, felice, giovane</i>) <p>12. Che tempo fa? Introduce/revise weather vocabulary to students, for example, <i>fa bel tempo, il sole brilla</i>. Drill. Provide students with opportunities to practise weather expressions and vocabulary:</p> <ul style="list-style-type: none"> Quizlet <i>il tempo</i> flashcards and games Languages Online worksheet 28 #1 Che Tempo fa? Students to write the correct expression to describe the weather with teacher assistance if required. Go over answers as a class. Students to self-correct work. Disegna il tempo worksheet Provide students with a worksheet showing a series of incomplete scenes. Read a description of the weather for each scene and ask students to complete the scene by drawing in the weather as described. Use the same worksheet to give students opportunities to provide oral descriptions of the weather. Scrambled letter game Write five weather words with their letters shuffled on the whiteboard. <p>13. Students practice describing weather and looking at weather in Italy using webcams. Introduce <i>le stagioni</i>. Revise months of the year and compare weather Italy and Australia at same time. Encourage students to use Italian in their discussion, for example, <i>A dicembre in Italia fa freddo ma in Australia fa caldo</i>. Discuss popular activities for the different times of year in each country, for example, <i>In inverno in Italia è popolare lo sci; in Australia è popolare il football australiano</i>. Add findings to the class Venn diagram comparing and contrasting Italy and Australia.</p> <p>14. Checklist students practice the questions, answers and language on their checklist.</p> <p>15. Cosa facciamo? poem Read the poem without showing the words. Read a second time and ask groups of student to listen for specific information/words:</p> <ul style="list-style-type: none"> Group 1 listens for family members Group 2 listens for how many times <i>mi piace</i> is used Group 3 listens for weather expressions Group 4 listens for activities mentioned. <p>Discuss what they found and ask student what they think the poem is about. Talk about the features of a poem, for example, rhyme, repetition, emphasis. Provide the students with a cloze version of the poem (with the missing words provided in a list). Read the poem again and ask student to complete with the missing words. Show the correct version on the whiteboard and ask students to correct their own work. Compare use of <i>dice</i> and <i>dico</i>. Ask students to illustrate one line of the poem on their cloze worksheet</p> <p>16. Use Quizlet (or similar) to have students respond to questions related to the poem (combination of True/False and short answer), for example, 'It is cloudy', <i>A chi piace nuotare?</i> Include questions about weather/activities in general and other recently covered content</p> <p>17. Tocca a te... Introduce different places, for example, (<i>stiamo</i>) <i>a casa, al parco, all'isola di Rottneest, in Italia</i>. Brainstorm activities appropriate to each location. Revise weather. Ask students to choose a location, (at least) three activities and (at least) two weather descriptions and to use these to create and illustrate their own version of <i>Cosa facciamo?</i> poem (or rap) which they will then present to the class.</p> | <p>Application Quizlet https://quizlet.com/32804332/italian-weather-flash-cards/</p> <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in <i>Suggested Teaching and Learning Activities and Assessment</i> column https://www.education.vic.gov.au/languageonline/italian/italian.htm</p> <p>Worksheet Disegna il tempo</p> <p>Scrambled letter game Write up topic related words with their letters shuffled on the whiteboard. Ask student to work in pairs to, when you say go, to try to untangle the words as quickly as they can. The first student or pair, to do so wins.</p> <p>Poem (or could be adapted into a rap/song) Cosa facciamo? Fa bel tempo, il sole brilla Nel cielo non c'è neanche una nuvola Chiede papà cosa facciamo? Noi, tutti insieme, rispondiamo Al mare, andiamo al mare! Partiamo subito, non vediamo l'ora Al mare, andiamo al mare! Dice Anna – al mare mi piace nuotare Dice mamma – al mare mi piace riposare Dice nonno – al mare mi piace fare il surf Dice papà – al mare mi piace giocare a calcio... ... e mangiare il gelato</p> |
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| | | | | <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in quick thinking game ▪ complete weather worksheet activities ▪ complete their Term 3 checklist. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Cosa facciamo/Che tempo fa?</i> Quizlet ▪ <i>Cosa facciamo?</i> poem. | <p>Dico io – al mare mi piace fare tutto! Fa bel tempo, il sole brilla Nel cielo non c'è neanche una nuvola.</p> <p>Activity cloze listening <i>Cosa facciamo?</i> poem</p> |
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Sequence of teaching and learning

| Term 4 Week | Focus | Communicating | Understanding | Suggested Teaching and Learning Activities and Assessment | Resources |
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| 1–5 | <p>Siamo tutti super eroi! Students are exposed to a variety of texts related to descriptions others. Students also imagine they are superheros and describe their superhero self and their sidekick.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> locate specific information from a range of texts relating to family members extend vocabulary to describe friends use a range of adjectives relating to appearance, characteristics and superpowers to describe superhero self and sidekick present their sidekick to the class participate in a roleplay introducing and asking questions about themselves and others develop and play a <i>supereroe</i> board game. | <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>Ho due sorelle e un fratello; Mio fratello Carlo ha otto anni; Mio nonno Tom; La mia mamma; Il mio amico Pietro è molto bravo!; Il nonno è simpatico</i></p> <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports</p> <p>Translate high-frequency words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> | <p>Experiment with pronunciation and notice the difference in intonation between statements, exclamations and commands such as <i>Mia sorella si chiama Anita; Uno, due, tre, guardate a me!</i></p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>Mamma, Papà</i></p> <p>Recognise and write high-frequency words and expressions in familiar contexts</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes</p> <p>Understand and demonstrate how language use changes over time and that Italian has influenced many languages, including English</p> | <ol style="list-style-type: none"> Snowball riddle quiz (Play this game for short periods over several lessons) Provide students with paper. In Italian, using gestures to aid understanding, ask students to write in Italian about themselves (except their name!), age, nationality, hair colour, what they like, personality description and family on one side of the paper. Instruct students to use as much language learned as possible. Once finished students proof-read their work and, on the blank side of the paper, draw a special little mark/smiley so they recognise their work. Monitor students writing. Ask students to scrunch up their paper and to throw it into the middle classroom. Students have to pick up a piece of paper making sure it is not their own, read it aloud and the class has to guess who it is. Once the mystery student has been identified, the student who picked up the paper has to then say 3-5 things about them in the 3rd person, for example, <i>lui/lei si chiama _____, è sportivo/a, ha otto anni, abita a Perth, ha i capelli lunghi.</i> Checklist distribute the checklist for Term 4. <i>Il mio amico è un supereroe</i> View additional footage of <i>The Incredibles</i>, focussing on the children Flash, Violetta and Jack Jack. Focus on the super powers, <i>le super potenze</i>, for example, <i>ha la super potenza di volare; invisibilità; forza; elasticità; velocità; flessibilità; respirare sott'acqua; vista a raggi; arrampicarsi sui muri; telepatia; essere buono/a.</i> Draw students' attention to those words that look similar to English words and those ending in 'ità', practicing pronunciation and intonation. Help students break down longer words into syllables to help pronunciation, for example, <i>ar/ram/pi/car/si.</i> Revise colours to allow students to describe the superheros costumes, for example, <i>Ha la tuta rossa e nera; Ha il costume verde e bianco e la maschera gialla.</i> Practise using colours to describe different costumes. Provide students with the choice of an illustration of either Violetta or Flash to introduce and describe. Assign a variety worksheets based on <i>Gli Incredibili!</i> for students to practise the key vocabulary and structures required for the upcoming tasks, for example, a cloze, word search, unjumble the sentence activity. Introduce structures <i>A [name] piace/non piace...</i> to say what other people like. Discuss what the structures literally mean and how there is not always a direct translation between languages. Ask students to consider what makes a good friend, for example, <i>Un buon/vero amico è forte/intelligente/leale;</i> what they like to do with their friends, for example, <i>Mi piace giocare a Minecraft con Dash.</i> Use drills and worksheets to extend vocabulary and expressions. Read descriptions of <i>super assistenti</i> and students respond to questions based on the information. Prepare students to complete the informal assessment task, <i>Sono un supereroe e questo è il mio assistente!</i> Explore the Italian translations for some superheroes, for example, <i>la Lanterna Verde; l'Uomo Ghiaccio; l'Uomo Ragno; la Gatta Nera; l'Uomo Pipistrello.</i> Ask students to: <ol style="list-style-type: none"> use some Italian words such as animals and adjectives to invent a superhero name for themselves and their sidekick draw a picture/use an edited photo their superhero selves and their sidekick | <p>Quiz Snowball riddle quiz</p> <p>Checklist New content to be learnt in Term 4</p> <p>YouTube video The Incredibles https://www.YouTube.com/watch?v=IdDaS2hIMhk</p> <p>Activity worksheets Gli Incredibili!</p> <p>Text Super assistenti</p> |

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| | | | | <p>iii. write a description of themselves and their sidekick, including their name, age, appearance, special power, likes and dislikes, a reason why their sidekick is a good friend, and a costume.</p> <p>Use Seesaw or video to record the students presenting their <i>assistente</i> to the class.</p> <p>7. Questo è il mio assistente Prepare students (groups of three or four) to participate in a role play set in ‘superhero school’; a new student/teacher arrives and they must take turns introducing themselves and taking turns asking each other questions. Brainstorm language with students and possible exchanges allow students time to script and practice.</p> <p>8. Checklist Students practice the questions, answers and language on their checklist.</p> <p>9. Board game Design a draft board game with a superhero theme that students will be able adapt to design their own. Show students the ‘draft’ board game and discuss:</p> <ul style="list-style-type: none"> ▪ content areas they can represent in the squares of their board game, for example, Ask someone ‘What do you like?’ in Italian; ‘How do you say 100 in Italian?; <i>Come si dice ‘cinese’ in inglese?; Descrivi il tuo amico</i>. Students can use their checklists from each term to help them (or allocate different topics/to different groups) ▪ key words/instructions/language, for example, <i>tira il dado, due passi indietro, un passo avanti</i>. <p>In groups students tailor the ‘draft’ board game and play.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in quick thinking game ▪ complete worksheet activities ▪ complete their Term 4 checklist ▪ participate in discussion and contribute to group board games. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Super-assistenti</i> listening for information in a text ▪ <i>Sono un supereroe e questo il mio assistente!</i> writing ▪ Role play <i>Questo è il mio assistente</i>. | <p>Board games (adapt from the following)</p> <p>Il viaggio di Marco Polo http://www.ireaditalian.com/files/MPgamegioco.pdf</p> <p>Let’s talk about you and me – SL Collective https://en.islcollective.com/resources/search_result?Tags=Search%20free%20ESL%20resources&searchworksheet=GO&VocabularyFocus=Socializing,%20small%20talk&type=Printables</p> <p>https://en.islcollective.com/resources/printables/worksheets_doc_docx/all_about_you_board_game/questions-about-you/15328</p> |
| 6–10 | <p>A Natale... Students compare Italian Christmas traditions with those practiced in Australia and their own families. Students also record a message to <i>Babbo Natale</i>.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • engage with a scene from an authentic Italian film/program • participate in discussion about Italian and Australian Christmas traditions • read different | <p>Participate in routine exchanges such as asking each other how they are, for example, <i>Buongiorno Signora Rossi, come sta?; Ciao Nicola, come stai? Bene, e tu?; Non sto bene, mi fa male il piede; Buonanotte papà!; A domani, Signorina!; Buonasera signori!</i></p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission</p> <p>Translate high-frequency words and expressions in simple texts such as captions,</p> | <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes</p> <p>Understand that different ways of using Italian language reflect different relationships and different ways of making meaning, for example, <i>Permesso? — Avanti!; Grazie — Prego; Per favore/Per piacere; Buon appetito!; A domani!</i></p> <p>Notice differences between Italian, Australian and other cultures’ practices and how these are reflected in language</p> | <p>10. Mystery character Present students with the details of a character that will be featured in a movie/television scene (Christmas themed if possible). Working in pairs, students draw the character according to the description on their Show me board.</p> <p>Play the scene and ask student to:</p> <ol style="list-style-type: none"> i. look out for the mystery character ii. make note of 5 vocabulary items/ expressions they recognise in the dialogue (on the screen). <p>Ask students to reflect on:</p> <ul style="list-style-type: none"> ▪ what looked the same/different when the characters were interacting in Italian compared to English and our culture ▪ any recurring lines/words that they easily understood or found difficult to interpret ▪ information they were able to understand that relates to them. <p>11. Round Robin Discuss with students the following questions: How do you celebrate Christmas in Australia?; What are your traditions?; What do you eat? Ask students to give a brief response.</p> <p>12. Show students the audio visual clip from Rick Steves’ European Christmas: Italy (or Italian Christmas traditions or images of Christmas in Italy) and through the images and information provided, discuss how the Christmas season is celebrated in Italy. Ask students to compare with Christmas traditions in their own home.</p> <p>13. Add to the Venn Diagram some differences and similarities between Australian and Italian</p> | <p>Descriptions Mystery Characters</p> <p>YouTube videos My Italian Lessons Parlando Italiano - Italian Christmas traditions https://www.YouTube.com/watch?v=mA-YBA4LFWc</p> <p>Rick Steves’ European Christmas: Italy https://www.YouTube.com/watch?v=UFEQ68K4_zs</p> |

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| | <p>information about celebrations and present them in a display</p> <ul style="list-style-type: none"> learn a Christmas carol in Italian send a message to <i>Babbo Natale</i>. | <p>story titles or recurring lines in a story, noticing which ones are difficult to interpret</p> <p>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Italian</p> | | <p>Christmas traditions.</p> <p>14. Teach students the lyrics of the song <i>Din Don Dan</i> and have them sing along to the clip and consider how the Italian version of the song compares to the English version, <i>Jingle Bells</i>.</p> <p>15. Caro Babbo Natale Assist students to prepare to send an audio visual message in Italian to <i>Babbo Natale</i> (or <i>la Befana</i>) in which they introduce themselves, provide some information about themselves and their likes. Use Seesaw to record and generate a QR code to include in a Christmas card/on the Christmas decoration so that parents can view their child's message.</p> <p>16. Checklist Students practice the questions, answers and language on their checklist in preparation for Kahoot activities.</p> <p>17. Assign a variety of activities to students through access to the Kahoot! online program. These activities will enable them to review key vocabulary, sentences and structures through quizzes.</p> <p>18. Promote the activities in your class in preparation for Christmas, for example, perform an Italian Christmas carol at an assembly, or write an Italian Christmas card, as opportunities to connect with the Italian-speaking community outside the classroom.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> participate in the Mystery character activity complete worksheet activities complete their Term 4 checklist participate in discussion, songs, etc. Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Caro Babbo Natale</i> message. | <p>Song CanzoniPerBimbi.it - Din Don Dan https://www.YouTube.com/watch?v=NKoM5Oh7Gqg</p> <p>Application Kahoot https://kahoot.com/</p> <p>Activities in preparation for Christmas</p> |
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