Government of **Western Australia**
School Curriculum and Standards Authority

SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

Acknowledgement of Country

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

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in Italian, focusing on extending their oral and written communication skills and their understandings of Italian language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Italian: Second Language Pre-primary to Year 10 syllabuses https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian-p-10

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

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

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

Italian: Second Language Year 8 (Pre-primary – Year 10 sequence) Sample teaching and learning outline

Focus – *Urrà - festeggiamo!* (Let's celebrate)			
Communicating	**Understanding**	**Suggested teaching and learning activities and assessments**	**Resources**
Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, *Dove sei andato/a per le vacanze?*; *Ti è piaciuto/a lo spettacolo/la gita …?*; *Cosa pensi di…?*; *Secondo me…*; *Sono completamente d'accordo…*; *Vuoi venire alla mia festa di compleanno? Si, certo!/Mi dispiace, non posso/sono impegnato*; *Scusa se non vengo …*; *Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena. Quest'anno abbiamo giocato a carte fino a mezzanotte prima di uscire sul balcone a guardare i fuochi d'artificio* Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social	Recognise differences in tone and rhythm between statements and questions, exclamations and commands, when speaking, interacting and expressing emotion, for example, *Vai a casa?*; *Va' a casa!*; *Oh!*; *E?*; *Che disastro!* Continue to extend knowledge of context-related vocabulary and additional elements of grammar, including: • recognising the use of direct object pronouns • using articulated prepositions *a, di, da, in, su* plus article and prepositions that do not combine, for example, *tra* and *per* • using adverbs to qualify verbs, for example, *proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo* • using negative constructions including the double negative, for example, *Non c'è niente/nessuno…* • using verbs to express action in time • using a range of regular and some irregular verbs in the present,	Students access and exchange information about special holidays and celebrations. They explore popular festivals in Italy and describe different events and related activities. They engage in transactions, such as buying tickets or food items, and use the present perfect tense to begin to give information about past experiences. **Prior learning** Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Italian: Second Language Year 7 (Pre-primary – Year 10 sequence) syllabus. **Teaching** Teach and reinforce with students' vocabulary and grammatical elements associated with: • giving dates, time, weather (seasons) • discussing favourite events, celebrations and activities related to them; for example, *Mi piace festeggiare il compleanno con la famiglia/gli amici.* • discussing options about when to go to a (cultural) event; for example, *Quando possiamo andare alla Festa delle Castagne?*; *Si va in estate o in inverno?*; *A che ora comincia/finisce?* • discussing options about what someone is going to/must wear; for example, *Cosa indossiamo?* • discussing options about what to see, do, eat and/or drink at an experience; for example, *Vuoi vedere il concerto o la parata dei carri?*; *Cosa vuoi mangiare?*; *L'entrata è gratuita?* • discussing options about taking different modes of transport; for example, *Prendiamo l'autobus o il treno?*; *Dobbiamo prendere l'autobus alle 15.* • purchasing tickets on transportation and for entry to an event; for example, *Vorrei due biglietti, per favore. Quanto costano?*; *Costa … euros per …* • expressing regret and that something is not/no longer/only available; for example, *mi dispiace, ma non c'è più …*; *Ci sono solo gelati al cioccolato.* • discussing plans for a day's excursion; for example, where and when to meet, arrival and departure times, what to see, do and bring, opening times; for example, *Dove c'incontriamo? Il treno arriva/parte alle 16.* • asking about and expressing feelings, such as hunger, thirst, fear and sleepiness; for example, *Ho fame/sete.*; *Hai sonno?* • telling others to do things at an event; for example, *Venite …! Andiamo …! Guardate …! Comprate …!* • saying someone is going to do something in the near future using the present tense; for example, *Domani sera festeggiamo il mio compleanno. Andiamo a comprare un panino alla porchetta.* • saying what you are obliged to, have permission to, want to, or can do; for example, *Dobbiamo pagare … ; Puoi prendere il treno delle undici.*; *Voglio prendere il sole.*; *Posso nuotare.* • giving information about what happened (at an event) using the present perfect tense; for example, *Ho perso il mio biglietto.*; *Ho comprato dei panini.*; *Ho bevuto una spremuta d'arancia.*; *Ho visto un concerto a …*; *Ho preso …*; *Ho detto …*; *Sono andato/a …*; *Siamo partiti alle 9:00*; *Mio fratello è arrivato in ritardo.*	**Audiovisual texts** Swiss Travel Channel – Battle of the oranges (Carnival of Ivrea) https://youtu.be/bkqxBg7_n2k Coyote English – Battle of the oranges https://youtu.be/RVqQkiEnh8g JackRev – *Il miglior carnevale mai visto* https://youtu.be/MwciFUKKt7I *Carnevale di Viareggio 2022 – Pillole di corso mascherato* https://youtu.be/XpfBkxXXvIY Webnovo – *Sagra delle Castagne - Soriano nel Cimino (Viterbo).* A short trailer with vocabulary useful for describing the festival https://youtu.be/ZOWMg2gA610 *Sagra delle Castagne 2016 - 49^ edizione – Soriano nel Cimino (VT)* https://youtu.be/ERIRPSi1t40 M2videoproduzioni – *Sagra delle Castagne 2016 - 49^ edizione - Soriano nel Cimino.* Trailer showing highlights of the festival https://youtu.be/mjRRK-DM55I Pierfranco Verrua – *Fiera del tartufo Alba 2021* https://youtu.be/mcgKIv0XhyM Pietro Ciavarella – *Fiera del Tartufo Bianco Alba 2018* https://youtu.be/g0GQ7eOw8p0 DLT Viaggi – *Eurochocolate di Perugia – L'evento più goloso dell'anno* https://youtu.be/DBc-YMrGM0g *Eventi e sagre piacentine* – includes descriptions of events taking place at the end of Spring in Piacenza. Useful for revision of dates and authentic language from the festival flyers presented https://fb.watch/fPm7rdfm40 A good language resource to describe the Christmas feast days https://slideplayer.it/slide/5463976 Lil Future – *Chiacchiere di Carnevale – Ricetta semplice e veloce.* A simple recipe in Italian for *chiacchiere* https://www.youtube.com/watch?v=ZuZ6FkqxoLY Oneworlditaliano – *One World Italiano Lezione 19: Livello Elementare.* Organising an outing at the beach https://www.youtube.com/watch?v=uXEjgmvAlLU Intrepid Italian with Michele – *Venice Carnival in Italy – Watch before you go!* Focuses on the history and traditions of the Carnevale di Venezia, *Commedia dell'Arte* masks and typical foods eaten https://www.youtube.com/watch?v=_1tLH66IN-g

Focus – *Urrà - festeggiamo!* (Let's celebrate)			
Communicating	**Understanding**	**Suggested teaching and learning activities and assessments**	**Resources**
worlds and present them in different formats for the intended audience Translate and/or interpret texts including those that use language with colloquial or cultural associations and consider why there might be differences in interpretation and how language reflects elements of culture Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	perfect and imperfect tenses • using modal verbs to express ability, possibility, likelihood and permission Continue to build a metalanguage to describe grammatical concepts and to organise learning resources Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation Reflect on different aspects of the cultural dimension of learning and using Italian and consider how this might be interpreted and responded to by members of the community	• describing feelings someone had; for example, *Avevo fame.* • asking and telling others whether someone has been to an event; for example, *Sei mai andato ad un concerto di …? Non sono mai andato a un concerto.* Discuss with students: • secular and religious festivals or events in Italian-speaking communities • seasons in the Northern Hemisphere and how they affect festivals and their associated activities • types of festivals held in Italy; for example, religious, traditional, historic, food, sporting, music, dance, entertainment, artistic and film • ways people celebrate secular and religious festivals or events in Italy and how they are, or are not, celebrated in Australia or in their community, and why • the 24-hour clock and its use in timetables and for opening and closing times. **Text types:** For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: advertisement, blog post, calendar, description, diary entry, interview, list, poster, recipe, role-play, script, speech, summary, table. **Language learning and communication strategies** Strategies relevant to this focus include: • note-taking • listening for key words • manipulating known linguistic and grammatical elements in a new context. **Learning activities and/or assessments** In teaching the content, choose from the following and instruct/require students to: • prepare a class calendar of festivals and significant events in Italian communities and reflect on the similarities and differences of equivalent Australian events. Choose one month of the year and use the online list of festivals in Italy with dates and links to record significant events • watch videos describing the different festivals in Italy and identify new language used to describe the festival. Start by reading and discussing in groups the PowerPoint which describes the main festivals in Italy, including dates, and complete relevant activities • view YouTube videos on different Italian festivals and complete a table summarising information about special holidays, including the name of the event in Italian and English; whether it is a secular or religious holiday; where and when it takes place; and what people generally do and eat to celebrate the occasion • view and listen to audio texts related to festivals and complete teacher-developed listening activities, for example, short answer responses, summary tables etc. • follow recipes for traditional celebration foods; for example, *chiacchiere* for *Carnevale* • listen to Yabla videos and Spring in Piacenza video and complete teacher-developed comprehension activities • listen to and/or read texts describing festivals, events and celebrations and how people celebrate special events and complete activities to show understanding	Yabla Italian (registration required). Search for *sagre, festa di compleano* and language for describing festivals https://italian.yabla.com LearnAmo – Colours and Clothes in Italian: Learn Italian Vocabulary with our Funny and Easy Lesson! Clothing and colours to wear for different seasons https://www.youtube.com/watch?v=DQWSaz38ZuI Fun and Easy Italian – *Abbigliamento Estivo.* Summer clothing items https://www.youtube.com/watch?v=Zf4atzFWbqs Telemaco – *lessico 09 gli abiti.* Clothing items vocabulary https://www.youtube.com/watch?v=AikeVZJwrIA Eleonora Petrella – *Hai Una Festa?!?! Ecco come vestirsi!!!* What to wear for a festa https://www.youtube.com/watch?v=dBCLLwhWMTU **Websites** Italian Ogni Giorno – How to use idiomatic expressions formed by "avere" and "essere" https://www.parlate.ca/2014/04/26/how-to-use-idiomatic-expressions-formed-by-avere-and-essere Rick Steves' Europe – Upcoming Holidays and Festivals in Italy. A comprehensive list of the main festivals in Italy with dates and links https://www.ricksteves.com/europe/italy/festivals The Italian Teaching Resources Website – *11 Le feste.* PowerPoint on the main festivals in Italy. In Italian and English with questions https://www.teachitalian.co.uk/11-le-feste.html The Italian Teaching Resources Website – Festivities. PowerPoint of the *Il Palio di Siena* https://www.teachitalian.co.uk/festivities.html Wordwall – *Conosci le feste Italiane?* Matching activities related to festivals and dates https://wordwall.net/resource/358277/conosci-le-feste-italiane Wordwall – *Le feste/3: cosa fanno gli Italiani?* Multiple-choice activities related to festivals https://wordwall.net/resource/8444760/italiano-per-stranieri/le-feste-3-cosa-fanno-gli-italiani Blooket (registration required). Search for *le feste* https://www.blooket.com Quizlet – *Le feste vocabolario* https://quizlet.com/560378813/le-feste-vocabolario-flash-cards Languages Online Victoria – Lesson 36: the present perfect tense: *il passato prossimo* https://www.education.vic.gov.au/languagesonline/italian/sect36/index.htm

Focus – *Urrà - festeggiamo!* (Let's celebrate)			
Communicating	**Understanding**	**Suggested teaching and learning activities and assessments**	**Resources**

		• practise vocabulary and grammatical elements needed to describe festivals and/or events by engaging in Quizlet, Blooket and Wordwall activities
		• research an Italian festival or event and write a short description that summarises what happens and why. The descriptions could be presented to others
		• select a festival/celebration to research and summarise significant details such as opening times, location, costs, how to get there, what to do and see and use this information to design a poster in Italian to advertise it for a class display
		• interview someone about their desire to go to an event, considering cost, transportation options, weather and what to wear
		• watch the video 'What to wear for a festa' (reduce playback speed) and make two lists of clothing items, those appropriate for the summer and those needed for the winter months
		• role-play a situation at a festival stall in which a few food items are no longer available (and give reasons why)
		• deliver a speech to convince classmates to come to an event
		• organise a class festa, based on an Italian one, for other classes to enjoy; for example, a horse race – *Il Palio di Siena*, a Mascarade ball – *Il Carnevale di Venezia, La partita a Scacchi a personaggi viventi*
		• complete a formal summative assessment using the following assessment task:
		  ▪ Feste e eventi culturali
		    ○ Part A - research an Italian special holiday or event. Use the research notes to prepare responses, in Italian, to the questions on the task sheet. Participate in an interview with a partner asking each other the questions on the task sheets and sharing information they have collated on the special holiday or event
		    ○ Part B - participate in an interview with an Italian speaker. Choose one of three festival advertisements provided and prepare to respond in Italian to questions related to the information in the advertisement.
		
		After the assessment:
		• use the festival prompt cards provided to write a blog post or diary entry about time spent at an event, describing such things as where they went, when they arrived and left, what they saw/did/ate/bought
		  ▪ complete a number of grammatical exercises to master the use of the perfect tense
		  ▪ write a script and perform a play that takes place after an event, discussing what it was like and how they felt.
			Teacher developed resources:
			
			Listening activities comprising of multi-choice questions, summary tables etc to help students show understanding
			
			Assessments
			
			Accessible on the School Curriculum and Standards Authority website
			
			Feste e eventi culturali (Cultural holidays and events)
			
			https://k10outline.scsa.wa.edu.au/__data/assets/pdf_file/0007/505447/Assessment-Task_Italian-Second-Language_Year-8_Feste-e-eventi-culturali.PDF