



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 4

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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 3 Italian: Second Language, students interacted and socialised with their teacher and peers to exchange information about friends and family members. They participated in class experiences and everyday transactions that involved following instructions, asking questions and making statements. Students located specific points of information in a range of short texts to complete guided tasks and conveyed factual information about their personal worlds. They engaged with, created and performed a range of short imaginative texts.

Students became familiar with the systems of the Italian language, experimenting and noticing the difference in intonation between statements, exclamations and commands. They recognised some of the rules of spelling and punctuation and began to write high-frequency words and expressions in familiar contexts. They noticed and used context-related vocabulary and applied elements of grammar in simple texts to generate Italian 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.

Italian: Second Language Year 4 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>Conosciamoci meglio Students share personal information and consider the benefits of learning a language.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teachers in Italian (*content from Pre-primary syllabus) understand some differences between the Italian and English languages (*content from Pre-primary, Year 1, Year 2 and Year 3 syllabus) respond to instructions and use Italian to ask questions, make statements, and ask for help, permission or clarification (*content from Year 1, Year 2 and Year 3 syllabus) make introductions using simple modelled language share information about themselves read and write simple texts in Italian discuss the relevance and benefits of learning another language 	<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>Respond to teacher talk and instruction, for example, <i>Ciao!; Presente/assente; In cerchio!; Insieme; Qui</i> (*content from Pre-primary syllabus)</p> <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</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 (*content from Year 3 syllabus)</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</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>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, including:</p> <ul style="list-style-type: none"> 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> (*content from Year 3 syllabus) <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, <i>Ciao Gilda; Buongiorno Signora; Come stai?/Come sta?; Questo/a è ...;Ti presento... . Piacere!!</i></p> <p>Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the world, including Australia</p>	<ol style="list-style-type: none"> Bentornati e saluti Greet students individually by shaking their hand and saying <i>bentornato/bentornata</i>. Ask students to consider the greeting you used when you shook their hands. Was it the same for all students? Ask if they noticed/heard anything different? Write <i>bentornato</i> and <i>bentornata</i> on the board and ask when each is used. Take the roll (<i>faccio l'appello</i>) encouraging students to respond using varied responses, such as <i>sono qui, presente, buongiorno, sì Signora, non è qui, assente</i> or <i>David è assente oggi, chi è ...?</i> Discuss the meaning of the various responses. Saluti e presentazioni Model different ways of greeting and introducing each other with students, for example, <i>Ciao/Buongiorno/Piacere, Mi chiamo signor/a ..., E tu come ti chiami? or E lei come si chiama?</i> Clarify the difference between the familiar <i>tu</i> and formal <i>Lei</i>. Instruct students to greet and introduce themselves to five students they do not know well. When students have introduced themselves to the fifth person, ask them to stay with this person and to find another pair of students. The group of four takes turns to introduce each other to the remainder of the class using <i>Questo/a è ... or Ti presento ...</i> Ask students to consider why, in Italian, there are two ways to say 'and you?' and 'this is ...' Discuss relationships, familiar vs formal and feminine vs masculine. Ask questions to ascertain students' understanding. Facciamo brainstorming! Explain the meaning of <i>facciamo brainstorming</i> to students. Give students some think time to consider how Italian works when providing information about themselves, their family and their lives, for example, word order, word endings. Encourage students to share observations of grammatical items, such as, word endings, feminine/masculine forms of nouns and adjectives, the definite and indefinite articles, possessive adjectives, the position of adjectives, the use of familiar/formal language, the use of <i>ho</i> and <i>sono</i> when giving personal information. Write student observations on a poster sized Venn diagram. Ask students to provide examples in Italian to illustrate each observation, for example, <i>Ho nove anni, Ho gli occhi azzurri, Sono alto/a</i>. Ripassiamo! Provide opportunities for students to revise previously learnt language for talking about and describing themselves using a range of activities and games, such as: <ul style="list-style-type: none"> Activity 1 Drill with flashcards of adjectives and descriptions Activity 2 Tombola with numbers Activity 3 Round Robin – Exchange personal information, for example, <i>Come ti chiami?/Mi chiamo Kellie, Quanti anni hai?/Ho nove anni, Di che colore hai i capelli?/Ho i capelli biondi</i>. Activity 4 Activity sheet – Match written descriptions in Italian with images/photos and complete a cloze written description. Giochiamo insieme! Introduce the game Indovina chi? Attach to each student's back a label with another student's name and details or a photo of the student. Ask students to move around the room asking yes/no questions, for example, <i>Sono italiano?, Sono biondo?, Ho gli occhi nocciola/marroni scuri/blu/verdi? Ho i capelli lunghi/corti/biondi/castani? Sono alto? Sono una ragazza?</i> If the response to the question is <i>sì</i>, they can continue to ask questions. If the response is <i>no</i>, the other person asks questions about their identity or, if both students have had turns asking questions, they ask questions of other students. Describe one of the students to the class. Provide one piece of information at the time, for example, <i>Ha i capelli biondi. È comica</i>. Remind students that the verb in the sentence will change when talking about another person. 	<p>Posters of various greetings placed around classroom</p> <p>Resource Venn diagram</p> <p>Flashcards Adjectives and descriptions</p> <p>Game Tombola</p> <p>Labels Student name or photograph of student, if available</p> <p>Activity Round Robin</p> <p>Explain the activity 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>.</p> <p>Game Indovina Chi?</p> <p>Activity sheet Descriptions</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources								
				<p>6. Benefits of learning another language Brainstorm class responses regarding the benefits of learning another language on the board, for example, going overseas/travelling, eating at an Italian restaurant, more job opportunities/earning more money, being more open-minded and tolerant of other cultures, increasing understanding of your first (other) language, transferring skills learnt in learning a language to other study and exercising the brain. Show the audiovisual clips Goldfish vs Kitty and of famous sports celebrities speaking in Italian, such as, Koby Bryant (NBA star) and Serena Williams (tennis star). Play each clip at least twice, initially for enjoyment and then a second time for students to identify any language/expressions with which they may be familiar. Alternatively, play AV Tombola with the words in the interview. Discuss where Italian is spoken in the world.</p> <p>7. Istruzioni e domande Ask students to recall classroom language, for example, what might the teacher say when giving instructions or what might the student ask. List suggestions on the board. Show Slideplayer (slides 5–20 with audio) and have students repeat. Drill classroom language. Play Simone dice to reinforce classroom language. Listen to and sing the Mettevi in fila song on Slide 44 of the Slideplayer clip. Discuss briefly when to use <i>ascolta/ascoltate; guarda/guardate; apri/aprite; chiudi/chiudete; siediti/sedetevi</i>. Focus on the verb endings and the difference between the singular and plural forms. As a class, identify five questions and/or statements commonly used by students at school/in the classroom, for example, <i>Come si dice/come si scrive ... in italiano?; Mi presti la penna blu per favore? Ho bisogno d'aiuto per favore; Non capisco/non ho capito, può ripetere per favore</i>. Inform students that they are going to write and illustrate a short cartoon strip, fumetto, showing two characters using the classroom language to ask a question, for help or clarification. Show the sample fumetto between <i>Topolino</i> and <i>Signor Serpente</i>. Translate the Italian and discuss characters and situations students could use. Allow 15 minutes for students to storyboard their cartoon in their workbook, deciding on their characters, language to be used and if they will use 2, 3 or 4 frames. Provide students with an A4 sheet of paper and have them complete their cartoon. Display the cartoons in the classroom.</p> <p>8. Term 1 Checklist Prepare an overview checklist poster of the year's learning divided by term and structured as described below, and provide to students.</p> <p>Term 1 Checklist</p> <table border="1" data-bbox="1299 1297 2371 1501"> <thead> <tr> <th>Learning focus</th> <th>Need to know</th> <th>What we know</th> <th>How we learned it</th> </tr> </thead> <tbody> <tr> <td>List the learning foci for Term 1</td> <td>The foci explained and list the content from the Year 3 (revision) and Year 4 curriculum</td> <td>Left blank for students to indicate what they recall</td> <td></td> </tr> </tbody> </table> <p>Ask students to read through the list of what they need to know from Column 2 and to tick what they know in Column 3. Regroup as a class and go through the checklist with the students, checking for understanding before indicating prior learning on the overview checklist in Column 3. Use this as an ongoing record and a reference checklist for students. Instruct students to glue their individual Term 1 Checklists into their workbooks.</p> <p>9. Facciamo un quiz! Conduct a revision quiz with either Plickers or Kahoot, based on content and understandings from the Year 3 syllabus that are relevant to the Year 4, Term 1 learning foci, for example, days of the week, months, times of the day.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> respond to classroom instructions and use classroom language greet and introduce each other 	Learning focus	Need to know	What we know	How we learned it	List the learning foci for Term 1	The foci explained and list the content from the Year 3 (revision) and Year 4 curriculum	Left blank for students to indicate what they recall		<p>Audiovisual texts</p> <p>Koby Bryant https://www.youtube.com/watch?v=TEMGuUPip_M</p> <p>Serena Williams https://www.youtube.com/watch?v=I5tU8i3I2Yg</p> <p>Goldfish vs Kitty https://www.youtube.com/watch?v=mzEjzL6_gyE</p> <p>Game AV Tombola Make a list of Italian words used in the clip that students should be able to recognise/discern. Make up a series of bingo cards, each listing 5 or 6 different words from the list. Play the clip and ask students to listen for the words on their card and call 'bingo' when they have identified all of them.</p> <p>Slideplayer https://slideplayer.com/slide/4108683/</p> <p>Posters Classroom language (Slide 4)</p> <p>Game Simone dice (adapt) http://www.education.vic.gov.au/languages/online/italian/sect30/pdfs/print3.pdf</p> <p>Song Mettevi in fila https://slideplayer.com/slide/4108683/ (Slide 44)</p> <p>Paper A4</p> <p>Fumetto (2–4 frames), for example, Topolino (T) e Signor Serpente (SS). T: <i>Mi scusi signor Serpente!</i> SS: <i>Si topolino!</i> T: <i>Ho bisogno d'aiuto per favore! Come si dice 'I'm scared' in italiano?</i> SS: <i>Ho paura!</i> T: <i>Grazie. Arrivederci!</i> SS: <i>Prego. Ciao ciao!</i></p> <p>Poster Overview checklist Handout Term 1 Checklist Workbook Application Plickers https://www.plickers.com/</p>
Learning focus	Need to know	What we know	How we learned it										
List the learning foci for Term 1	The foci explained and list the content from the Year 3 (revision) and Year 4 curriculum	Left blank for students to indicate what they recall											

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> participate in discussion about how Italian works and make comparisons with English engage in class discussions, brainstorm activities and language practice activities use spoken and written Italian to ask for and exchange information and to participate in activities locate and convey information in written and spoken Italian texts. 	Application Kahoot https://kahoot.com/
4–7	<p>Giorno per giorno</p> <p>Students exchange information about what they do during the week and create their own audiovisual storybook.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> exchange information about how they are feeling (*content from Year 3 syllabus) recognise and use the vocabulary for days of the week and the months of the year use simple, descriptive language, to ask and exchange information about sport, interests and pastimes recognise and use phrases for different times of the day, including <i>stamattina, stasera, questo pomeriggio, di mattina, di sera.</i> recognise and use the <i>io, tu</i> and <i>lui/lei</i> forms of the present tense when locating and exchanging information about daily life develop accurate pronunciation for letter combinations, such as <i>ci, che, gli</i> view and listen to a 	<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> (*content from Year 3 syllabus)</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p>	<p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></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, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple prepositions to indicate location or direction such as <i>a, in, a sinistra, a destra, sopra, sotto, dietro, for example, a casa; in città; a sinistra; sopra il tavolo</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week using vocabulary for months of the year (*content from Year 2 syllabus) 	<p>10. Come stai oggi? Come ti senti oggi? Revise the structures related to expressing wellbeing with students. Drill the structures using flashcards. Play sciarade (charades) with students miming how they feel, for example, <i>Mi fa male lo stomaco, ho caldo</i>. Revise conjunctions <i>perché</i> and <i>è</i>. Use the word <i>sciarade</i> to revise and discuss pronunciation of different letter combinations in Italian.</p> <p>Introduce the Round robin activity and instruct students to use a minimum of one conjunction to describe how they are feeling today. Start with a student asking the teacher the question <i>Come stai?</i> and the teacher modelling an answer, such as, <i>Oggi mi sento male perché sono stanca e ho fame</i> or <i>Oggi sto molto bene ma mi fa male la testa perché ho sete. E tu come stai?</i></p> <p>11. Computer session Languages Online Instruct students to attempt all activities in Languages Online topics 26 and 27. Advise students that this activity will allow them to engage with, and gain an understanding of, language and content to prepare for future activities.</p> <p>12. Cantiamo insieme! Explain the meaning of <i>Cantiamo insieme</i> to students and compare to previously encountered verbs with the <i>-iamo</i> ending, <i>facciamo brainstorming, ripassiamo, giochiamo insieme</i> and <i>facciamo un quiz</i>. Play the song La canzone dei giorni della settimana, discuss the song's meaning, replay with lyrics, and encourage students to sing along. Ask students to identify the main differences between writing the days of the week in <i>italiano</i> compared to <i>inglese</i>, such as the <i>ì</i> and the use of lower case instead of capital letter at the beginning. Discuss the origins and meaning of the days of the week, for example, the days of the week in Italian derive their names from Latin and relate to the solar system/planets.</p> <p>13. I mesi dell'anno Revise numbers, the months of the year and the structures for asking and giving the date in Italian. Instruct students how to complete the language practice activity Languages Online 26#3. Use the calendar to complete the sentences as a class. Display a yearly calendar and have students take turns to say when their birthday is and to extend their sentence using the same model as Languages Online, for example, <i>Il mio compleanno è il nove agosto. Il 9 è un lunedì. Il mio compleanno è il ventotto luglio. Il 28 è una domenica</i>. Ask questions to identify those students who have noticed the use of the indefinite article <i>un</i> before the masculine days of the week and <i>una</i> before <i>domenica</i>.</p> <p>14. Facciamo brainstorming! Ask students to brainstorm when, in their daily life, they would need to know and use days of the week. Prompt students to provide examples in English or Italian. Provide models of questions, such as, <i>Che giorno hai allenamento di footy/basket? O lezioni di piano? Introduce variations on the question, for example, Che giorno hai lezioni di piano/scuola/giochi a tennis/fai il nuoto/vai alla partita?</i> Revise the first and second person present tense form of the verbs used in the questions and responses, for example, <i>ho/hai, gioco/giochi, faccio/fai, vado/vai</i>. Ask students if they can see a pattern in how the verbs change. Drill the questions and responses with students and have them write the new structures and examples in their workbook.</p> <p>15. Quale sport fai? Revise/introduce a range of sports, with the definite articles, for example, <i>il basket, il rugby, il tennis, la danza</i> and <i>lo sci</i>. Use flashcards and the audiovisual clip Vocaboli italiani: Gli sport (first 2.20 minutes) to reinforce the sports and the sentence structure <i>mi piace + definite article + sport</i>. Revise/introduce the verbs <i>fare</i> and <i>giocare</i>, explaining that both mean 'to play'; however, each is used with different sports. Instruct students to draw a line down the centre of a page in their</p>	<p>Activity Round robin</p> <p>Website Languages Online Italian Refer to the website for all Languages Online activities, games and worksheets included in the <i>Suggested Teaching and Learning Activities and Assessment</i> column. https://www.education.vic.gov.au/language/online/italian/Italian.htm</p> <p>Song La canzone dei giorni della settimana (Joe Natta) https://vimeo.com/181384897</p> <p>Worksheet Languages Online 26#3 Che giorno è?</p> <p>Workbook</p> <p>Flashcards Sports Audiovisual clip Vocaboli italiani: Gli sport https://www.youtube.com/watch?v=4eYZxpG8ZdU&t=186s</p>

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	<p>range of speakers of Italian and begin to understand the concept of accents</p>	<p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<ul style="list-style-type: none"> using cardinal numbers for dates and ages (*content from Year 3 syllabus) <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>	<p>workbook, and to write <i>Mi piace giocare a ...</i> at the top of one column and <i>Mi piace fare ...</i> at the top of the other. Use the flashcards to complete the column with the sports that follow <i>giocare a</i>, and those that follow <i>fare</i>, for example, <i>Mi piace giocare a tennis, Mi piace fare nuoto</i>. Provide opportunities for students to practise the structures. Mime a feeling (like/don't like) and a sport in order to have students supply the related sentence using the structures, <i>(non) mi piace + giocare a/fare + sport</i>.</p> <p>Explain to students that if they want to specifically say they play a sport, as opposed to saying that they like playing a sport, they need to use <i>faccio</i> or <i>gioco a ...</i></p> <p>16. La settimana di Stella Bella Show students the PowerPoint® presentation La Settimana di Stella Bella. Each slide focuses on a day of the week and includes an image/s and a sentence in Italian describing what Stella Bella does on that day. Include a complete description on some slides; on others show a partial description; and on the remaining slides, leave the description blank to encourage students to collaborate to write the description, for example, <i>La Settimana di Stella Bella. Questa settimana è molto piena. Lunedì io gioco a tennis con mia sorella. Martedì io vado alla festa di compleanno di Giorgio. Mercoledì _____ il nuoto ____ il _____.</i></p> <p>Use the slides to engage students in talking about how Italian works, for example, ask students to identify words they know and cognates, translate the sentences, consider word order in Italian, the use (or omission) of the subject pronoun, and the position of the verb. Encourage students to use Italian terms, such as <i>verbo, frase</i> and <i>accento</i>.</p> <p>Use the PowerPoint to introduce the third person form of the verbs, <i>fa, va, ha, gioca</i>. Ask questions, such as, <i>Cosa fa Stella Bella lunedì?</i>, to elicit responses, for example, <i>Stella Bella gioca a tennis</i>. Reinforce the third person form of the verb using the worksheet Languages Online worksheet 26#4. Students are to complete the sentences about Ambra's weekly agenda using the example. Review the worksheet as a class.</p> <p>17. Cantiamo insieme! Play the audiovisual clip for the song I giorni della settimana. Provide students with access to electronic devices and the activity Jumbled lyrics (days and activities in two parts). Instruct students to order the lyrics as they listen to the song a second time. Check the order with the students and ask them to identify words or phrases that they recognise, for example, the days of the week, <i>fratello, pizza, famiglia, bella giornata</i>, and to attempt to make meaning of less familiar vocabulary and expressions. Provide access to bilingual dictionaries to support students.</p> <p>Provide students with a cloze version of the lyrics with an associated vocabulary list and ask them to complete the lyrics from memory. Check students' work with them, identifying and highlighting the verb endings. Focus on the verbs ending in <i>-iamo; mangiamo</i> and <i>giriamo</i>, and link this to previous discussions about <i>cantiamo, facciamo</i> etc.</p> <p>Allocate students to pairs and ask them to create their own version of the song, using the days of the week and the tune, but replacing some of the verbs, activities and nouns. Students then make a poster of their song, including pictures and the lyrics in Italian followed by the English translation. Encourage the students to perform their songs and display the posters.</p> <p>18. Face-off game Introduce the rules of the game, and play, using vocabulary/expressions related to days of the week, time of day, activities and pastimes.</p> <p>19. Assessment L'agenda del mio amico immaginario Ask students to write and illustrate the schedule of an imaginary friend using vocabulary for days of the week, time of day, activities and pastimes and the third person present tense form of the verb. Provide students with model sentences to support their writing.</p> <p>20. Il bruco molto affamato Introduce the story/character by showing the students the cover of the book and asking questions, for example, <i>Di che colore è il bruco? Quante gambe ha? È contento?</i> Support students understanding by pointing to the relevant part of the picture when asking the question. Give students the opportunity to view and listen to the two versions of the</p>	<p>Workbook</p> <p>PowerPoint La settimana di Stella Bella (teacher-developed)</p> <p>Worksheet Languages Online 26#4 L'agenda di Ambra</p> <p>Song I giorni della settimana https://www.youtube.com/watch?v=pYEFYXQODmY</p> <p>Electronic devices</p> <p>Activity Jumbled lyrics (teacher-developed)</p> <p>Activity Cloze exercise usings lyrics from I giorni della settimana (teacher-developed)</p> <p>Paper for posters</p> <p>Game Face-off Students form two lines. The students at the front of each line 'face-off' against each other. The teacher says a vocabulary item or phrase in English or Italian and the students at the front of each line call out the answer in Italian or English. The student who replies fastest and/or with the correct response stays in the game, taking their place at the end of the line, and the other student sits out. Repeat the process with the next students in line. The team with the most students standing wins.</p> <p>Assessment L'agenda del mio amico immaginario</p> <p>Audiovisual clip Il bruco molto affamato di Eric Carle (interactive book version with subtitle option) https://www.youtube.com/watch?v=77xLpEfoBc8</p> <p>Audiovisual clip Il piccolo bruco maisazio e</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>audiovisual story to become familiar with different Italian voices and pronunciation. Discuss sounds, such as the letter combination 'gn' as in <i>prugne</i>, 'sci' as in <i>'uscì</i>', 'ce' as in <i>arance</i>, 'ci' as in <i>ciliegie</i>, <i>salciccia</i> and <i>cicciotto</i>, 'gl' as in <i>meglio</i>. Discuss the titles of the two versions, <i>molto affamato</i> vs <i>maisazio (mai sazio)</i>, the structure of the two stories, for example, repetition of phrases and the increase in the number of pieces of fruit. Compare the Italian stories to other versions of the story the students may have encountered previously.</p> <p>21. Ripassiamo! Provide opportunities for students to improve speaking, listening, comprehension and writing skills by completing activities, such as:</p> <ul style="list-style-type: none"> • Activity 1 AV Tombola game • Activity 2 Question time Ask students about the story and request students respond in Italian; for example: Teacher: <i>Cosa mangia lunedì?</i> Students: <i>(Mangia una) mela.</i> Teacher: <i>Quando mangia le pere?</i> Students: <i>Martedì.</i> Teacher: <i>Quante fragole mangia?</i> Students: <i>(Mangia) quattro.</i> Teacher: <i>Che giorno mangia le fragole?</i> Students: <i>Giovedì.</i> Teacher: <i>Il Bruco mangia tre pere?</i> Students: <i>No, (mangia) due pere.</i> • Activity 3 Leggiamo! Show the audiovisual clip of the Italian version of the story <i>The Very Hungry Caterpillar</i> with subtitles (without sound), and have students read to narrate the story. • Activity 4 Cosa fai lunedì? Worksheet to reinforce fruits, other food items, singular and plural forms of nouns, verbs, and dictionary skills. • Activity 5 Parti della farfalle Worksheet to revise parts of the body and adjectives and to describe the butterfly in the story. Provide students with extension using The lifecycle of the butterfly Italian literacy-based unit and suggested activities. <p>22. La settimana di Micio Ciccio Distribute the sets of jumbled sentence cards that, when assembled, describe the weekly activities, day by day, of the cat <i>Micio Ciccio</i>, for example, <i>Lunedì Micio Ciccio/mangia/una sardine/grande</i>, <i>Martedì Micio Ciccio/beve/due bichieri di /latte freddo</i>, <i>Mercoledì Micio Ciccio/salta su e giù/dall'albero tre volte</i>. Allow 10 minutes for students to work in pairs to reconstruct the week. Display a version of the jumbled sentences on the whiteboard and reconstruct as a class. Guide students to translate the description, discuss the structure of the sentences and the use of verbs in the third person form of the present tense verbs. Use questions to elicit responses in Italian from the students about <i>Micio Ciccio's</i> week, for example, <i>Che giorno salta su e giù?</i>, <i>Cosa fa martedì?</i> Discuss how to adapt <i>Micio Ciccio's</i> descriptions to allow them to provide their own information with students.</p> <p>23. Assessment La mia storia Place students in pairs and ask them to design their own audiovisual picture book story based on the structure of <i>The Very Hungry Caterpillar</i>. Model how students can change the caterpillar to another animal or character, and revise adjectives to use in the title of their picture book. Instruct students to include the days of the week, third person form of the present tense form of the verbs and food items and/or sports/activities. Use the complete description of La Settimana di Micio Ciccio to discuss how a variety of activities and/or food can be included. Use the audiovisual clip Il piccolo bruco maisazio e la nostra settimana to discuss ways in which students can stage their story. Discuss with students the criteria that will be used to mark the stories, for example, content (the information they include in the story about what their character does), grammatical structures (how accurately they use Italian and put the sentences together), and pronunciation (how well they say the words). Discuss how students can use pictures and props to accompany their story. Support students to develop a storyboard and practise telling their story. Guide students to record their presentation of the story and to present it to the class.</p>	<p>la nostra settimana (simplified version told by Italian primary school students and ends with their own version of daily events) https://www.youtube.com/watch?v=30pl609ApMA</p> <p>Game AV Tombola with either or both of the audiovisual clips Worksheets Cosa fai lunedì? and Parti della farfalle (teacher-developed) Online resource FUSE The lifecycle of the butterfly (Italian literacy based unit) https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=fba2306f-971f-433d-857a-41f408b20335</p> <p>Resource Jumbled sentences La settimana di Micio Ciccio (teacher-developed) Whiteboard</p> <p>Resource Complete description La settimana di Micio Ciccio</p> <p>Audiovisual clip Il piccolo bruco maisazio e la nostra settimana (simplified version told by Italian primary school students and ends with their own version of daily events) https://www.youtube.com/watch?v=30pl609ApMA</p> <p>Electronic devices for recording</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> exchange information as part of the <i>come stai oggi?</i> Round robin activity complete Languages Online worksheets recognise and use vocabulary and expression to participate in games and activities. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>La mia storia</i> storyboard and audiovisual recording. 	
8–10	<p>Cosa ci piace fare? Students talk about their and others' likes, dislikes and preferences.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> ask others about their preferences express preferences and/or dislikes using conjunctions and give reasons when writing and speaking Italian gain an understanding about the seasons in Italy and their associated festivals use days of the week and the months when providing information about preferred activities engage with creative Italian texts identify key words and information in spoken and written Italian texts 	<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts (*content from Year 3 syllabus)</p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or themes</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of</p>	<p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></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, including:</p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example, <i>Mi piace...perché...; Preferisco...</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week expressing negation, for example, <i>Non mi piace</i> (*content from Pre-primary syllabus) observing that some words which do not end with a vowel are the same in English, for example, computer, robot, yogurt, sport (*content from Year 1 syllabus) using vocabulary for months of the year (*content from Year 2 syllabus) using possessive adjectives with <i>io, tu, lui</i> and <i>lei</i> to express ownership, for example, <i>la mia casa; la tua</i> 	<p>24. I mesi dell'anno e le stagioni Revise the months of the year. Listen to the song <i>I mesi dell'anno</i> and encourage students to sing along. Make links between the months and the seasons, and compare when the seasons occur in Australia and Italy. Discuss similarities and differences in seasons and incorporate any understanding the students have about the Aboriginal seasons. Model sentences using months, seasons, activities and other previously learnt vocabulary and structures, such as, <i>In inverno mi piace giocare a football australiano; La scuola inizia in febbraio; Quando fa freddo mi piace dormire e leggere</i>. Revise spelling rules and the use of the prepositions <i>in</i> and <i>a</i>, with months and seasons with students, using the Days of the week, the months and the seasons in Italian webpage.</p> <p>25. Le stagioni e le feste Provide access to the Languages Online worksheet 27#6 Le feste in Italia and to webpages. Guide students to complete the worksheet. Instruct the students to use the information they have found about seasons and festivals to write one or two sentences about a season in their workbook.</p> <p>Ask students to brainstorm major festivals, public holidays and celebrations in Australia, such as, Christmas, Easter, Australia Day, Western Australia Day, and ask them to consider which of these may be unique to Australia/Western Australia, and which may be global. Provide Languages Online worksheet 27#3 to students. As a class, select the festival/holiday/celebration days to be added to the table on the the worksheet titled 'Australia' and use Languages Online worksheet 27#6 as a reference for the <i>giorni festivi italiani</i> in the second table. Support students to use their electronic devices to search webpages for dates to complete the Languages Online worksheet 27#3 as a class.</p> <p>As a class, reflect on major holidays in Italy and Australia, the names they are given and how they are celebrated, and consider what cultural practices and norms may be reflected, for example, <i>Ferragosto</i>, Boxing Day and <i>Santo Stefano</i>.</p> <p>26. Il calendario Discuss the information required to complete the class daily calendar, for example, <i>ieri, oggi, domani, il mese, il tempo</i> and <i>la stagione</i>. At the beginning of each lesson appoint two students to complete the class daily calendar with the relevant information. Instruct, on occasion, students to write a sentence using the information on the calendar in their workbook, for example, <i>Oggi è martedì, il dodici giugno. Fa bel tempo oggi</i>. Choose students to read their sentence to the class.</p> <p>27. L'articolo determinativo Explain and model to students how the definite article is used in the singular form with the days of the week to indicate that something is done on a regular/daily basis, for example, <i>Il venerdì vado al cinema, La domenica incontro il mio amico</i>. Introduce/revise vocabulary for times of the day, such as, <i>mattina, pomeriggio, sera</i> and <i>il giorno dopo/prima</i>, and guide students to use these, for example, <i>Il venerdì vado al cinema ma questo pomeriggio vado al parco con Marco e Valentino; Stamattina vado al mare con la mia famiglia e stasera incontro la mia amica</i>. Introduce the alternative <i>tutti/tutte</i> and the plural forms 'i' or 'le', for example, <i>Tutti i sabati vedo Andrea, Tutte le domenica vado dalla nonna</i>.</p> <p>Provide opportunities for students to use an electronic whiteboard, electronic devices, card activities and worksheets to reinforce structures.</p>	<p>Song <i>I mesi dell'anno</i> https://www.youtube.com/watch?v=oIT5IECF6dc</p> <p>Webpage Days of the week, the months and the seasons in Italian (Learning spelling rules, pronunciation, prepositions and sentence examples for the days of the week, the months and the seasons and festivals in Italian) https://www.lifeinitaly.com/italian/days-months-seasons</p> <p>Worksheet Languages Online 27#6 Le feste in Italia Workbook Webpage 12 months of festivals, holidays, and special events in Italy https://www.tripsavvy.com/festivals-holidays-and-special-events-in-italy-1547324</p> <p>Webpage Rick Steve's Europe: Upcoming Holidays and Festivals in Italy https://www.ricksteves.com/europe/italy/festivals</p> <p>Worksheet Languages Online 27#3 Giorni festivi in Italia Class calendar Workbook</p> <p>Electronic devices Resources Card activities and worksheets (teacher-developed)</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p><i>famiglia; il tuo cappello; mia nonna</i> (*content from Year 3 syllabus)</p> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>28. Poesia La primavera Read the poem <i>La primavera</i> to the class without showing the words. Ask students if they can identify which season is mentioned and any other familiar words. Show students the poem and discuss its structure, for example, the use of adjectives and words that rhyme. Ask students to consider if a direct translation, from the Italian to English, is possible. Instruct students to write an acrostic poem in Italian using a word from the poem. Explain to the students that they must incorporate vocabulary and expressions related to months, days, seasons and festivals. Model an acrostic on the whiteboard which shows how a simple acrostic may only have one word for each letter of the main word, whereas a more complex version may have a short or extended phrase. Invite students to read their acrostic poems to the class.</p> <p>29. Sondaggio Allocate students to groups of 2–3. Provide each student with a copy of Languages Online worksheet 26#6. Lead the class in a discussion using the questions to verify meaning and use the cartoon examples as a model for the answers. Revise the use of the preposition <i>di</i> to say ‘on’ and <i>a</i> to say ‘in’. Instruct each group to select one of the survey questions listed, and each student in the group to ask that question to at least six other students and collate their findings. Once all groups have asked their questions and collated their findings, ask the students to elicit information about which days/months are mentioned most in their findings.</p> <p>30. Term 1 Checklist Guide students to review, discuss and update the checklist in their workbooks.</p> <p>31. Ripassiamo! Provide opportunities for students to practise activities and exchange information about likes and dislikes through activities, such as:</p> <ul style="list-style-type: none"> Activity 1 Round robin Provide students with a list of questions reflecting recent learning, for example, <i>Cosa ti piace fare?, Cosa ti piace fare il sabato?, Che giorno giochi a calcio?</i> Elicit possible answers to the questions, for example, <i>Mi piace giocare a tennis. E tu, cosa ti piace fare?</i> Revise sports/activities that require the verb <i>giocare</i>, those that require <i>fare</i> and those that do not require a verb. Remind students to use a variety of structures in their responses, such as <i>Mi piace ... ma preferisco ...</i>, <i>Mi piacciono ...</i>. Instruct students to extend their responses by using the conjunction <i>perché</i> followed by a reason, for example, <i>Mi piace giocare a tennis perché è divertente; Mi piace mangiare l'anguria perché è deliziosa</i>. Reinforce the questions and responses by asking students some of the questions at the beginning of future lessons. Use the Teacher checklist to record student achievement. Activity 2 Un quiz Languages Online worksheet 21#4. Allocate students to groups of 2–4. The first student asks <i>Ti piace giocare col computer?</i> The other students then answer using their card as a guide. Students then take turns asking the other students in the group if they like the remaining sports/activities as listed on their individual cards. <small>[© State of Victoria (Department of Education and Training). (2004). <i>Italian: Section 21</i>. Retrieved July, 2019, from https://www.education.vic.gov.au/languagesonline/italian/sect21/pdfs/print4.pdf]</small> Activity 3 Show televisivo Introduce and explain the role play activity, allocate students to groups and explain each student’s role. Set the topic as ‘likes and dislikes’. Ask students to imagine that they are recording for live television and that the aim of the role play is for them to interact in Italian without a prepared script. Tell the interviewer that they can ask any question relating to likes/dislikes; the interviewee that they can answer in the positive, using a conjunction, preferences, a negation or the plural; and the narrator to repeat or retell the answer of the interviewee using the third person, for example, <i>A lui piace giocare a tennis</i> or <i>A Jessica piace mangiare il gelato e preferisce il cioccolato</i>. Model the activity with students providing sample questions, responses and narration. Distribute prompt cards and support students in their role plays. Invite students to alternate roles within their groups so that they take on each of the roles. Use the Teacher checklist to note who has been able to formulate and ask a question, who has provided an appropriate response and who, in the role of the narrator, uses the third person to retell the information. 	<p>Poem <i>La primavera</i> by Roberto Piumini http://www.mammaebambini.it/wp-content/uploads/2011/05/poesia_primavera.pdf</p> <p>Worksheet Languages Online worksheet 26#6 Sondaggio</p> <p>Workbook and Term 1 Checklist</p> <p>Activity Round Robin</p> <p>Game Un quiz Languages Online worksheet 21#4 Prepare sets of the <i>un quiz</i> cards</p> <p>Teacher checklist</p> <p>Prompt cards Show televisivo (teacher-developed)</p> <p>Role play Show televisivo For groups of three students. Each student is allocated one of three roles:</p> <ul style="list-style-type: none"> the interviewer/journalist (<i>l'intervistatore/il giornalista</i>) the interviewee (<i>l'intervistato</i>) the narrator (<i>il narratore</i>). <p>Each group is provided with a topic as the focus for their role play. The interviewer asks questions, using the second person singular form of the verb, of the interviewee. The interviewee responds using the first person singular. The narrator then relates the information using the third person form of the verb. Allow some thinking/waiting time and give students the option to pass if they do not understand the question or cannot formulate a response.</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>32. Cosa ti piace fare? Storyboard Assessment Show students the jumbled frames of a storyboard depicting two students discussing their sporting likes and dislikes. Ask students to help order the story by asking questions, such as, <i>Come comincia la storia?</i>, <i>Qual è la prima immagine?</i>; <i>Poi, cosa dice/succede?</i> Once the comic strip has been reordered, ask pairs of students to read it aloud. Ask students to use the language provided in the storyboard to ask about different activities or to provide different information. Provide students with examples of storyboard layouts and instruct them to write a storyboard of at least 6 frames, between 2–3 characters showing a conversation about likes/dislikes/preferences and sports/pastimes/food. Revise vocabulary and expressions, such as <i>molto</i>, <i>moltissimo</i>, <i>odio</i> and <i>è noioso</i>. Remind students of some of the conventions of a conversation and of the need to use relevant punctuation. Advise students that they will be expected to use a range of expressions and vocabulary, and different forms of the verbs.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ understand and respond to questions in Italian about likes and dislikes ▪ engage with other students and use Italian to complete the <i>Show televisivo</i> activity ▪ complete the Languages Online worksheets and acrostic poem ▪ participate in discussion about Italian language and culture and make comparisons with other languages and cultures. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Cosa ti piace fare?</i> Storyboard. 	<p>Resource Storyboard frames Example of language for the storyboard: <i>Paolo e Valentino sono alla partita di calcio e parlano dello sport che amano fare.</i> <i>P: Ciao Valentino!</i> <i>V: Buongiorno Paolo! Come stai oggi?</i> <i>P: Bene, e tu?</i> <i>V: Benissimo grazie.</i> <i>P: Ti piace giocare a calcio?</i> <i>V: Sì, mi piace giocare a calcio ma preferisco il basket (la pallacanestro).</i> <i>E tu, quale sport ti piace fare?</i> <i>P: Mi piace giocare a AFL ma non mi piace il rugby. A mio fratello e a mio padre piace il rugby.</i> <i>V: Odio il rugby! Cosa ti piace fare nel weekend?</i> <i>P: Nel weekend mi piace dormire e giocare a AFL il sabato.</i></p> <p>Template Storyboard https://www.storyboardthat.com/</p>

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–6	<p>Tutti a scuola! Students discuss similarities and differences between the schooling system in Italy and Australia and talk about their day.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> identify similarities and differences between the schooling system in Italy and Australia consider and compare typical Italian, Australian and home culture breakfast and lunch items engage with a range of written and spoken texts related to schooling and daily life continue to build an understanding of the how elements of Italian grammar, including verbs and the present tense continue to build, and use, a repertoire of sport and pastime vocabulary use modelled language to generate descriptions and texts 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</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> (*context from Year 3 syllabus)</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, including:</p> <ul style="list-style-type: none"> using gender, singular and plural nouns in the regular form expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché...; Preferisco...</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Term 2 Checklist Provide students with a copy of the Term 2 Checklist (based on the overview checklist introduced in Term 1). Ask students to read through the list of what they need to know and to tick what they know. Instruct students to glue the Term 2 Checklist into their workbook. Being Italian Play the Scootle audiovisual Being Italian once and ask students what, on first appearances, looks the same/different to school in Australia, for example, <i>la mensa, il grembuile, i graffiti</i>. Add the similarities and differences to the class Venn diagram. Replay the video a second time, pausing and asking students to consider any further areas of comparison with Australia and any information/language they can recognise, such as, comments related to likes and dislikes, names of school subjects, times and parts of the day. Highlight examples of Italian being used in context in the video, for example, <i>siamo in ritardo, ecco la mia insegnante, ho fame, mi piace</i>. Buongiorno a tutti! Display the script for the cartoon from Avanti Lunedì: Capitolo Uno on the whiteboard, allocate students to roles and read the script aloud. Translate the text as a class and discuss unfamiliar vocabulary. Reinforce pronunciation, such as, <i>mi dispiace</i> and highlight the use of onomatopoeia for <i>toc toc toc</i> and compare to ‘knock-knock’ in English. Introduce some other common onomatopoeic words in Italian, for example, <i>drin drin</i> for a phone and <i>tic toc</i> for a clock. Allocate students to groups and, within each group, allocate each student a character from the cartoon. Ask each group to read through the script using appropriate pronunciation and intonation relevant to statements, exclamations or questions. Encourage students to repeat the scene, trying to rely less and less on the written script. Com'è la scuola italiana? Allocate students to groups and provide each group with a different segment of the online article to read and summarise the key points. Invite each group to share their key points with the remainder of the class, and use the information to complete the activities and an infographic of the stages of schooling and school ages on La scuola in Italia worksheet. View the audiovisual clip My wonderful school, asking students to look out for any familiar language, and to compare the information provided in the clip with the information they gathered from the online article. Ask students to decide on 3–5 facts about schooling in Italy that they find most interesting and, as a class, collaborate to translate these into Italian, for example, <i>In Italia i ragazzi hanno tre mesi di vacanze estive; Molti ragazzi vanno a scuola il lunedì al sabato; La scuola primaria (o elementare) dura cinque anni</i>. Use this opportunity to practise dictionary skills by looking up words in the bilingual dictionaries, and to revise parts of a sentence and also verb forms. Ask students to consider 3–5 facts about schooling in Australia that they think Italian students would find interesting/different and to work in pairs to translate the information into Italian. Remind students to use the sentences developed about school in Italy as a model and to use a bilingual dictionary to look up the Italian for unfamiliar words. As a class, compare translations and discuss how the same information can be translated in different ways. Provide students with a worksheet listing 10 statements in Italian, some true and some false, about schooling in Italy and in Australia. Ask students to work in groups to decide which statements are true and which are false. Work with the students to provide the correct information for those statements that are identified as false, for example, <i>In Italia l'anno scolastico comincia in febbraio (falso) – In Australia l'anno scolastico comincia in febbraio</i> or <i>In Italia l'anno scolastico comincia in settembre</i>. Add the similarities and differences between schooling in Italy and Australia to the class Venn diagram. L'articolo determinativo Show the cartoon The definite article and ask students to consider the difference between the Italian and English languages highlighted by the cartoon, that is, the inclusion of the definite article in Italian but not in English. Work with students to translate the 	<p>Handout Term 2 Checklist</p> <p>Workbook</p> <p>Audiovisual Scootle https://www.scootle.edu.au/</p> <p>Venn diagram</p> <p>Whiteboard Resource Chapter 1 Avanti! A fun-filled course for beginners. Sedunary, Michael & Guarnuccio, Elio (2009), Harcourt Education Victoria.</p> <p>Online article Back to School: 10 Things You Should Know About the Italian School System http://www.italymagazine.com/feature-d-story/back-school-10-things-you-should-know-about-italian-school-system</p> <p>Worksheet La scuola in Italia (teacher-developed) Audiovisual My wonderful school https://www.youtube.com/watch?v=nqXdqWtWu3k</p> <p>Bilingual dictionary Worksheet La scuola vero/falso (teacher-developed) Resource Venn diagram</p> <p>Cartoon The definite article https://www.deviantart.com/xlolfishx/art/Italy-learns-a-lesson-197190984</p> <p>Electronic devices</p> <p>Application Quizlet flashcards and test https://quizlet.com/649119/italian-test-words-school-subjects-flash-cards/ https://quizlet.com/649119/test</p>

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		<p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>		<p>cartoon into Italian, for example, <i>mi piace la matematica</i>. Use the subjects included in the cartoon as the beginning of a list of subjects for student to add to their workbooks. Remind students to include the definite article before the Italian word for each subject. Identify other subjects to be added to the list and ask students to recall, guess or use the dictionary to provide the Italian, for example, <i>l'italiano, l'inglese, l'educazione fisica, l'informatica</i>. Ask students to consider why these subjects have the <i>articolo determinativo l'</i>. Ask students to use <i>mi piace/non mi piace</i> etc. to comment on the subjects, for example, <i>Non mi piace la scienza ma adoro l'arte; Mi piace l'inglese ma preferisco l'italiano</i>.</p> <p>6. Le materie Instruct students to listen to and repeat the words from the Quizlet flashcards, and to complete all interactive activities including the short test. Provide students with opportunity to complete a range of activities and games on the Learn Italian website.</p> <p>7. L'impiccato game Revise the Italian alphabet and the question structures to ask if a particular letter is in the word, for example, <i>C'è una 'A' nella parola?</i> in preparation to play a game of L'impiccato (Hangman). Set the topic as school subjects, activities and sports. Ask students to work in pairs to decide on a word or a short phrase for the game and to write it on a piece of card. Place the cards into a bag. Explain that the <i>impiccato</i> for the game will be the Italian character <i>Pinocchio</i> (this will allow students some extra guesses for <i>Pinocchio's</i> hat and nose, and will also permit some discussion of the significance of the character in Italian culture). Select a student to take a card from the bag to start the game.</p> <p>8. Che ore sono? Ask students to brainstorm when, in their daily life, they use numbers, for example, maths, shopping, date, time. Model telling the time using both an analogue and digital clock using the structure <i>sono le + number</i>, for example, <i>sono le due</i>. Introduce the use of <i>e cinque</i> to say 'five past' the hour, for example, <i>sono le due e cinque</i>. Ask students to predict what the Italian for '10 past', '20 past' etc. might be.</p> <p>Display Languages Online interactive activities 29#3 and 29#4 on the interactive whiteboard and use the 'glossary' and 'hint' tabs to introduce students to more language associated with telling the time, for example, <i>è l'una, e mezza</i>. Provide students with opportunities to practise telling the time, and to make comparisons between telling and writing the time in Italian and English, such as, in the digital time format, in Italian, a dot and not a colon is used between the numbers, for example, 7.00 vs 07:00. Explain that 24 hour format is more popular and widely used in Italy compared to Australia. Ask students where they might have seen the 24 hour format, for example, at airports, bus or train stations and on timetables. Show students examples of Italian timetables. Instruct students to use their electronic devices to play the interactive game Time matching online. Distribute Languages Online worksheet 29#1 and ask students to complete independently before checking the answers as a class. Provide opportunities for students to practise the structures for giving the time in Italian, by working in pairs on their electronic devices to complete Languages Online interactive tasks 29#3 and 29#4. Play Tombola with times.</p> <p>9. La mattina di Micio Ciccio Present the PowerPoint of Micio Ciccio's morning routine, for example, <i>La mattina mi alzo alle sei e venti e mi lavo subito. Poi, faccio colazione alle sette. Alle otto meno dieci prendo l'autobus per scuola</i>. Ask students to identify the times and the activities mentioned by Micio Ciccio. Remind students to use the pictures in the PowerPoint as clues. Draw students' attention to the use of <i>alle</i> with the times, and ask them to suggest why this has been used instead of <i>sono</i>. Ask students to respond to the question <i>A che ora ti alzi?</i> using the structure from the PowerPoint. Ask the question with other activities, for example, <i>A che ora fai colazione/ prendi l'autobus/vai a scuola?</i> and ask students to suggest how to respond in Italian using Micio Ciccio's information as a guide. Assist students to write sentences about their morning routine in their workbook.</p> <p>10. Ora di cena cartoon Display the first cartoon on the whiteboard and ask students to look at the first frame and identify any words they recognise or that look similar to English. Allocate students to groups and give each group a word to check in the dictionary, for example, <i>giusto, sopra, ruotare,</i></p>	<p>Website Learn Italian (school subjects) https://www.learn-italian.net/italiantutorial?topic=School%20-%20subjects&level=primary</p> <p>Game L'impiccato Choose a word or phrase related to a specified topic. Draw a line for each letter of the word, and the scaffold for hangman, on the whiteboard. Students try to guess by asking, in Italian, whether a particular letter is present within a certain number of guesses (before the drawing of the Hangman is complete). Resource Card for writing Analogue and digital clocks Interactive activity Languages Online 29#1 and 29#2</p> <p>Realia Italian timetables</p> <p>Interactive game Time matching http://www.digitaldialects.com/Italian/tell_time.htm</p> <p>Worksheet Languages Online 29#1 Interactive activity Languages Online 29#3 and 29#4 Refer to the website for all Languages Online activities, games and worksheets included in the <i>Suggested Teaching and Learning Activities and Assessment</i> column. https://www.education.vic.gov.au/languagesonline/italian/Italian.htm</p> <p>Game Tombola</p> <p>PowerPoint La mattina di Micio Ciccio (teacher-developed)</p> <p>Workbook</p> <p>Whiteboard</p> <p>Cartoons Ora di cena https://i.pinimg.com/originals/30/67/6a</p>

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				<p><i>pala</i>. Clarify that <i>pale</i>, the plural form of <i>pala</i>, is used in the cartoon but in the dictionary it will be listed in the singular. Ask students to share their findings and to try to translate the Italian. Remind them to use the illustration to assist in making meaning. Discuss with students how a single word may have several meanings, for example, <i>giusto</i> can mean fair, correct, right and many other things depending on how it is being used. Work with students to make meaning of the first frame and the remainder of the cartoon. Allocate students to pairs to translate the second cartoon and to discuss their translations as a class.</p> <p>Use the language presented in the cartoon to revise the meals of the day, for example, <i>la colazione</i>, <i>il pranzo</i>, <i>la merenda</i>, <i>lo spuntino</i>, <i>la cena</i> and the constructs <i>è ora di + meal</i> and <i>faccio/facciamo + meal</i>.</p> <p>Use the post What is school food in Italy like? to discuss the Italian practice of children having lunch at school and to consider the type of food available. Compare this with practices in Australian schools and schools elsewhere where students may have had other experiences.</p> <p>11. Lupo delle ore game Play the game What's the time Mr Wolf? using the Italian structures <i>Lupo, che ore sono?</i>, <i>è l'una, sono le + number</i>, <i>ho fame – è ora di cena!</i></p> <p>12. Cosa mangiano gli italiani a colazione? Use the audiovisual clips to introduce the vocabulary associated with a typical Italian breakfast, for example, <i>il caffè</i>, <i>i biscotti</i>, <i>il succo di frutta</i>, <i>la marmellata</i>. Using structures <i>Tu cosa mangi la mattina/per colazione?</i> and <i>mangio ...</i>, survey students about what they eat for breakfast and make comparisons to typical Italian breakfasts. Encourage students to use the structures <i>mi piace</i>, <i>non mi piace</i>, <i>preferisco</i> and <i>perché</i> with breakfast food items. Remind students that <i>mi piacciono</i> should be used with food items that are plural in Italian, for example, <i>mi piacciono i biscotti con la Nutella</i>.</p> <p>13. Una giornata tipica per Susanna Provide students with Languages Online worksheet 29#3. Ask students to consider what is happening in each picture and revise/introduce vocabulary related to the meals of the day/food and activities. Complete the first sentence as a class, and instruct students to continue working individually. Check students' sentences and then ask them to cut out the pictures, arrange them in the correct time order and glue them into their workbooks. Ask students to reflect on how Micio Ciccio (a boy) compared to Susanna (a girl) expressed information, such as, 'I get up at ...' and 'I catch the bus at ...' Provide students an opportunity to practise saying when they do something by asking the question <i>A che ora ...?</i> Use the vocabulary provided on the Languages Online worksheet 29#4 Una mia giornata tipica to prompt students' description of their own <i>giornata tipica</i> including times, subjects, meal times, time of the day and any other familiar language they feel is appropriate, for example, <i>Ho una lezione di italiano lunedì, dalle 10 alle 11. Faccio il pranzo all'una e di solito mangio un panino e una mela</i>. Support students to write 3–4 sentences and encourage them to work individually to complete the activity.</p> <p>14. Quali materie hai oggi? Revise the vocabulary for subjects and times of the school day. Allocate students to pairs to complete the Barrier game. Give one student in the pair a complete weekly school timetable and the other student in the pair a partially complete timetable. Model the game prior to students starting. The student with the complete timetable provides information about what subject they have at a certain time, on a certain day, <i>il lunedì alle nove e mezza ho l'inglese</i>. The second student writes down the information, if it is missing from the partial timetable, without looking at the complete timetable. The second student may ask questions, such as, <i>Cosa hai lunedì alle due?</i> After a certain time allocation, instruct students to check their answers. Discuss successes and mistakes as a class. If time permits, students can repeat the activity with Version B of the timetables.</p> <p>15. La mia giornata preferita Show students a series of picture cards that reflect Micio Ciccio's favourite day. Provide students with an activity sheet which includes a number of sentences, some cloze, describing Micio Ciccio's favourite day, for example, <i>La mia giornata preferita è la domenica. La</i></p>	<p>/30676adaf5f5003634881530695616f7.jpg https://www.ilpost.it/2016/06/16/peanuts-2016-giugno-16/</p> <p>Post What is school food in Italy like? (menu examples and pictures of school canteens) https://www.quora.com/What-is-school-food-in-Italy-like</p> <p>Game Lupo delle ore One student, the <i>lupo</i> (wolf), stands with their back to the remainder of the class which is positioned some distance away. The other students ask <i>Lupo, che ore sono?</i> and the <i>lupo</i> responds with a time. The students creep up behind the wolf taking the number of steps indicated by the time specified by the <i>lupo</i>. At any time the <i>lupo</i> can respond with <i>è ora di cena!</i> and turn, and chase the other students. The first person caught becomes the <i>lupo</i>.</p> <p>Audiovisual clip Cosa mangiano gli italiani a colazione? https://www.youtube.com/watch?v=Nu7p70X-Oe5s</p> <p>Audiovisual clip The Italian Breakfast – La Colazione Italiana (from 02.50 minutes) https://www.youtube.com/watch?v=2BljgAkmMkg</p> <p>Workbook</p> <p>Worksheets Languages Online 29#3 and 29#4</p> <p>Timetables for Barrier game Complete and partially complete timetables – Version A and Version B (teacher-developed)</p> <p>Activity Barrier game Students work in pairs to complete an information gap activity. Typically, the first student has a complete timetable, map or drawing and the second student</p>

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				<p><i>domenica è sempre una giornata stupenda perchè gioco a calcio con mio padre.</i> Draw students' attention to additional language used in the text, such as, expressing likes and how they feel, for example, <i>Mi piace giocare a tennis perchè è divertente.</i> Ask students to imagine they are Micio Ciccio and to work in pairs to complete the description using the pictures on the activity sheet as clues and the vocabulary list. Correct the activity sheet as a class and ask students to read the description to each other as many times as they can in 10 minutes, trying to use the written text less and less and relying more and more on the pictures to prompt their description. Challenge students to try to provide information about Micio Ciccio's exciting day using only the picture prompts to assist.</p> <p>16. Assessment Il mio video diario Instruct students to prepare a description of their own <i>giornata preferita</i> in which they include a day, times and at least three activities, using the language they have been practising in the descriptions of Micio Ciccio's day. Inform students that they will record a video diary, approximately 15–30 seconds, of their description. Support students to understand that the focus of the activity is to recall the language structures they have been practising and use them spontaneously, not to read the description or learn it by heart. Allow students to use picture cards of activities and times to prompt them while giving their descriptions. Remind students that they may also like to include previously learnt language, such as, saying <i>mi piace</i> or <i>non mi piace</i> a subject or activity, how they feel, who they do something with. Suggest that they may like to use actions to accompany some of their descriptions. Discuss with students strategies to help them cope if they can't remember something or if they make a mistake. Show students how to use their electronic devices to record their partner. Give students 10–15 minutes to prepare before recording. Allow students two takes and the opportunity to play back their recording. Show the video diaries to the class.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> structure sentences in Italian to describe school in Italy/Australia Quizlet activities and test ask and respond to questions relating to likes/dislikes, subjects, sports, time and pastimes complete Languages Online worksheets 29#1, #3 and #4 use modelled language structures when playing games or completing activities engage with Languages Online interactive activities 29 #1–4. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Il mio video diario.</i> 	<p>has a version with some of the information missing. The students may sit back to back or sit facing each other with a barrier, such as a piece of cardboard between them. The first student provides the second student with the information and the second student can ask questions to find out specific pieces of information.</p> <p>Picture cards La mia giornata preferita Activities, times, subjects (teacher-developed)</p> <p>Activity sheet Cloze La mia giornata preferita (teacher-developed)</p> <p>Electronic device to record video diary</p>
7–10	<p>Coniughiamo, giochiamo e studiamo!</p> <p>Students share information about themselves and their sporting interests and pastimes, and continue to build on their understanding of how Italian works.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> share information about sporting likes and dislikes, and 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi</i></p>	<p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</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, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and 	<p>17. Ripassiamo! Show students the online chart, Gli articoli determinativi, to build their understanding of singolare e plurale and gli articoli determinativi. Encourage students to use metalanguage, such as, the gender, number, singular and plural, noun, verbs and prepositions in the discussion of grammatical elements.</p> <p>Introduce the game Ball. Model the game by throwing a ball to a student and calling out a noun (food/animal/family) in the singular form. Repeat the game, changing the objective to providing the correct definite article for the noun.</p> <p>18. Sei sportivo/a? Revise sports and activities and the associated verbs <i>fare</i> + the definite article and <i>giocare</i> + <i>a</i> with students. Work with students to sort the sports and activities according to the verb they take by completing the drag-and-drop activity on an interactive whiteboard.</p> <p>Drill sport/activity related questions and responses with students, for example, <i>Ti piace giocare a baseball? Sì, mi piace giocare a baseball, Quale sport fai a scuola? A scuola gioco a calcio e faccio il nuoto.</i> Provide students with the template for a profilo personale and ask them to include a description about themselves, including their name, age, nationality, where they live, what sport they play and any other interesting facts, for example, <i>Mi chiamo Sam. Io ho nove anni. Io sono</i></p>	<p>Chart Gli articoli determinativi http://www.woodwarditalian.com/lessone/definite-articles-in-italian/</p> <p>Game Ball</p> <p>Students form a circle. The teacher starts the game by saying a noun in the singular form and throwing the ball/soft object to a student. This student should provide the plural form of the noun. If correct the teacher announces <i>giusto!</i> If not correct, the teacher suggests <i>prova di nuovo!</i> If a student does not know they can pass by saying <i>non lo so!</i> and throwing the ball to another student. Students can only pass once.</p>

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	<p>sporting/leisure routines</p> <ul style="list-style-type: none"> write simple texts sharing information about self and others understand and use common verbs in the first, second and third person forms of the present tense use Italian to engage in games and activities 	<p><i>domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i></p> <ul style="list-style-type: none"> expressing preferences and reasons for preferences, for example: <i>Mi piace...perché...; Preferisco...</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>	<p><i>australiano e abito a Geraldton. Mi piace lo sport. A scuola gioco a football australiano e faccio il nuoto. Mercoledì sera gioco a basketball e il sabato faccio la pesca con mio fratello.</i> Ask students to exchange their profilo personale and explain that they will play the game Indovina chi?</p> <p>To play the game:</p> <ul style="list-style-type: none"> Allocate the students to groups to exchange and guess the identity of the student on each other's <i>profilo personale</i> card. Remind students not to say the person's name, to start the description with <i>Questa persona + third person singular form of the present tense of the verb, and to use the personal pronouns lui and lei</i> instead of <i>io</i>. Support students to identify the verbs in the description. Select a student to reveal the information from the profilo personale they have been given to the class. When the student has finished providing the information, they should ask <i>Indovina chi?</i> <p>19. Assessment Giochiamo! Provide students with the assessment sheet and access to dictionaries. Explain that for:</p> <ul style="list-style-type: none"> Part A, students use the cues provided to write a sentence in Italian about what sport the person plays. Part B, Question 1, students use the cues provided to write how they feel about the five sports/activities depicted. Part B, Questions 2–4, students respond in writing to each question. <p>20. Profili personali</p> <p>(a) For this activity:</p> <ul style="list-style-type: none"> Provide students with the worksheet Profili personali, and ask them to complete the questions/activities based on the information read to them. Read aloud information about three Italian and/or Australian sports people, for example, <i>Il mio personaggio sportivo è Gregorio Paltrinieri. Lui ha 24 anni. Il suo compleanno è il 5 settembre 1994. Lui è italiano. È nato in Italia, a Carpi nella regione di Emilia Romagna. Lui fa il nuoto. A lui piace il pallacanestro e guardare la televisione.</i> Ask students to share what they have understood and to check their responses on the worksheet. Display the descriptions and discuss content and structure with students. Use questions and answers to revise content, ascertain students' understanding and use of Italian, for example, <i>Dove'è nato Gregorio? Quand'è il suo compleanno?</i> Ask students to provide some of the questions that correspond to the information. <p>(b) For this activity, provide a selection of names of famous Italian sports stars from which students are to each select one. Instruct students to research online and prepare a profilo personale about their chosen sports star, modelled on the description for <i>Gregorio Paltrinieri</i> and including their name, age, nationality, where they live, what sport they play and any other interesting facts they find from their research. Ask students to read aloud their sports star profiles.</p> <p>(c) Develop a class poster with all the <i>profili personali</i> of the sport stars, and include their photographs. Place a map of Italy and Switzerland at the centre of the poster and pin a string from the sports star personal profiles to indicate in which region/country they were born. Use the map to build on students' understandings of where Italian is spoken and to introduce the regions of Italy and the concept of regional variations of Italian.</p> <p>21. Term 2 Checklist Guide students to review, discuss and update the checklist in their workbooks.</p>	<p>Resource Drag-and-drop sports and verbs (teacher-developed)</p> <p>Template Profilo personale</p> <p>Game Indovina chi?</p> <p>Assessment Giochiamo! Part A and Part B (accessible on the School Curriculum and Standards Authority website)</p> <p>Worksheet Profili personali (teacher-developed)</p> <p>Resource Internet</p> <p>Resource Map of Italy and Switzerland</p> <p>Workbook and Term 2 Checklist</p> <p>Audiovisual Torre di babele Regular Verbs Conjugations in Italian (Present Tense) https://www.youtube.com/watch?v=UfcJH6xag_k (consider changing the settings to 0.75 speed)</p> <p>Worksheet Verb conjugation (teacher-developed) – includes a table of some of the conjugations for the verbs presented in the <i>Torre di babele</i> audiovisual clip, such as, <i>salutare, scrivere</i> and <i>aprire</i>, along with some</p>

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				<p>22. Il presente</p> <ul style="list-style-type: none"> View the Torre di Babele audiovisual clip with students. Pause the video to ask student what they have understood from the title, the introduction and what they think the clip will be about, for example, tre gruppi di verbi. Focus on the subject pronouns and ask students what they know about these words. Continue playing the video, pausing intermittently to gauge student understanding. Ask students if the Italian instructions were easy or difficult to understand and why. Revise the purpose of a verb with students, highlighting the use of the conjugated or infinitive verb forms in phrases previously introduced, for example, <i>Io <u>gioco</u> a calcio, A che ora <u>fai</u> colazione, Il Bruco <u>mangia</u> tre pere, stasera <u>incontro</u> la mia amica, mi piace <u>giocare</u> a calcio, può <u>ripetere</u> per favore.</i> Support students to complete a range of activities to reinforce understanding and use of the present tense, for example: <ul style="list-style-type: none"> Activity 1 Verb conjugation worksheet – play the Torre di Babele audiovisual clip again and ask students to add the missing conjugations for <i>salutare, scrivere</i> and <i>aprire</i>. Support students to complete the conjugations for the other verbs in the table and to understand what they mean. Activity 2 Gioca jouer – introduce the song focusing on the use of infinitive verbs and have students sing with accompanying actions. Activity 3 Jumbled words – show students a selection of word cards on the whiteboard. Explain to them that there are enough words to make two sentences and the aim of the activity is to order the words correctly, matching the person/subject pronoun with the correct verb form. Guide students to complete the Jumbled words activity together. Place students in pairs and provide each pair of students with word cards. Explain that each set of cards has the words to make three separate sentences, and that they are to work together to construct their sentences. Support students to complete the activity and check answers as a group. Ask students to provide translations for the sentences. Activity 4 Sentence stealer game – show students 12 sentences that use the present tense and explain the game. <p>23. Battaglia navale Allocate students to pairs to play. Explain the rules of the game. Teach and model the transactional and instructional language required for the game, for example, <i>acqua! mancato! colpito! affondato! tocca a te/me, cominciamo!</i> Distribute the laminated <i>battaglia navale</i>/battleship cards and review the subject pronouns and the verbs listed. Check with students that they understand how to form the conjugations and allow them to use the Verb conjugation worksheet for support. Instruct students to use whiteboard markers to shade in squares on the grid to represent their 'boats'.</p> <p>To play the game:</p> <ul style="list-style-type: none"> Students play in pairs. Provide students with pre-prepared cards or a template for them to create their own grid. Students shade in cells on the the grid to show the position of their 'boats' in the grid according to the following instructions: <ul style="list-style-type: none"> Boats are all one cell wide. Boats can be of different lengths – students should position two 1-cell boats, two 2-cell boats, one 3-cell boat and one 4-cell boat (longer or more boats can be included depending on the size of the grid). Boats can go horizontally or vertically, but not diagonally. Once both players have placed their boats they sit back to back or with a barrier between them. 	<p>other familiar verbs, for example, <i>parlare, leggere</i> and <i>dormire</i>.</p> <p>Audiovisual clip Gioca jouer https://www.youtube.com/watch?v=jbsnsLuAzi0</p> <p>Lyrics Gioca jouer https://genius.com/Claudio-cecchetto-gioca-jouer-lyrics</p> <p>Resource Word cards / Jumbled words (teacher-developed)</p> <p>Game Sentence stealer https://gianfrancoconti.wordpress.com/2018/03/16/my-favourite-read-aloud-task-and-how-i-use-them/</p> <p>Cards Battaglia navale Whiteboard markers Game Battaglia navale</p>

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				<ul style="list-style-type: none"> The first player guesses a grid location by conjugating the verb at the head of the column in the form indicated by the subject pronoun at the start of the row, for example, if the verb is <i>ascoltare</i> and the subject pronoun <i>tu</i>, then the student guessing must say <i>tu ascolti</i>. If this cell is blank on the second player's grid then he/she says <i>Mancato!</i> And it is his/her turn to guess. If, however, it is a hit, the second player says <i>Colpito!</i> and the first player gets to guess again – if it is a one cell boat, or once all the cells for a boat have been guessed, it is <i>Affondato!</i> The first player to sink all of the opposing player's ships wins. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> use Italian when participating in games and activities – Ball, Indovina chi? and Battaglia navale pronounce Italian words accurately when reading aloud and responding to questions complete worksheets – Profili personali and Verb conjugation apply Italian rules of grammar, spelling and punctuation when writing their personal profiles. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Giochiamo!</i> Assessment Part A and part B. 	

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>Una giornata tipica</p> <p>Students contribute to discussions about how Italian works and make comparisons between countries and cultures. They share information about their routines, school and likes and dislikes.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • identify previous learning and plan for ongoing learning • use Italian to participate in revision activities, and to complete group activities • view and respond to nursery rhymes/rap songs • experiment with Italian to create their own rap song • identify and use the present tense forms of avere and essere • recognise and use familiar verbs in the present tense when sharing information about daily life • use the structures for asking and responding to questions about likes/dislikes, routines and schools to plan and present a puppet show 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p>	<p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiavo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</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, including:</p> <ul style="list-style-type: none"> • using subject pronouns in context, for example, <i>Chi ha finito? Io!</i> • learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> • expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché ...; Preferisco ...</i> • using simple conjunctions such as <i>e, poi</i> and <i>ma</i> • recognising and using the names for the days of the week <p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>	<ol style="list-style-type: none"> 1. Facciamo un quiz! Conduct a revision quiz with either Plickers or Kahoot based on content and understandings from the Year 4, Term 1 and Term 2 learning foci, for example, days of the week, months, times of the day, subjects, present tense of verbs. Use Italian, supported by gestures and English, to provide students with instructions for the quiz, for example, <i>Organizzatevi in gruppi di quattro, prendete ..., aprite ..., avete 20 minuti per ...</i> 2. Palla di neve game <ul style="list-style-type: none"> • Provide each student with a piece of paper. • Instruct students to write 4–6 facts about themselves (except their name) using full Italian sentences, such as: <i>Il mio compleanno è il ...</i> <i>Mi piace giocare a ...</i> <i>Ho gli occhi verdi e i capelli castani.</i> <i>Io sono alto e sportivo.</i> <i>Mi piace l'inglese ma preferisco la matematica.</i> <i>Mi piace la pizza ma non mi piace la pasta.</i> • Monitor what students are writing and select some of the sentences (including mistakes) and copy the students' sentences (including any mistakes) on the classroom whiteboard. • Read each sentence as a class and ask students to point out any corrections. • Remind students that mistakes are the best way to learn. • Correct these as a class and discuss the corrections. • Remind students that when playing the game they can question other students. • Revise question structures with students, for example, <i>Ti piace l'inglese or la matematica?</i> • Remind students to use language for clarification, asking for help and solving problems, such as <i>Ho bisogno d'aiuto per favore, Come si dice castani in inglese? Sei tu Ella/Tom ...? Sì, sono io!</i> 3. Term 3 Checklist Provide students with a copy of the checklist and ask them to read through the list and to start ticking what they know. Instruct students to glue the Term 3 Checklist into their workbook. 4. A scuola con gioia filastrocca Show the title of the nursery rhyme and, as a class, translate into English. Invite students to predict what might be included in a nursery rhyme with such a title. Read the nursery rhyme aloud, pausing to allow students to share any words they think they recognise. Display the text and support students to identify the infinitive and conjugated forms of verbs and give the meaning of any vocabulary they recognise. Show students a translation of the rhyme and discuss how the English and Italian compare. Explore how rhyme has been used in the Italian version. 5. Scuola rap Introduce the <i>Zecchino d'oro</i> competition entry Scuola rap, and provide some background to the competition. Explain that students are not expected to understand the entire song. View the audiovisual clip and draw students' attention to vocabulary/phrases they may have previously encountered, such as, <i>mi piace andare a scuola, sei forte, sei un mito, geografia, storia, scienze e geometria, sei per tre diciotto</i>. Play the song again, instructing students to listen for words with which they are familiar. Assist students to make meaning of the song, and to join in singing the chorus. 6. Scriviamo una canzone! Ask students to reflect on both the nursery rhyme and the rap. Brainstorm language and expressions that could be included in a song about school. Ask students to create lyrics from the language they have suggested. Ask students to consider words in Italian that rhyme 	<p>Application Plickers https://www.plickers.com/</p> <p>Application Kahoot https://kahoot.com/</p> <p>Game Palla di neve</p> <p>Students write a number of sentences on a piece of paper and then scrunch it to resemble a snowball. Divide the class in two groups facing each other. Students throw their snowball to the opposite team. Each student then picks up one of the fallen snowballs and reads the description aloud and tries to guess who it is describing from the other group. Group members can support each other in working out who the other student is and students can ask questions of students in the other group to establish if they are the person being described. The team who figures out all the snowball identities first in their team, wins.</p> <p>Handout Term 3 Checklist (based on the overview checklist introduced in Term 1)</p> <p>Nursery rhyme A scuola con gioia https://i.pinimg.com/originals/f4/49/dd/f449ddc18a106b50bca38de49e14a77e.png</p> <p>Audiovisual clip I cartoni dello Zecchino d'oro - Scuola rap Volume 03 https://www.youtube.com/watch?v=YDQH30qyHKY https://www.filastrocche.it/contenuti/scuola-rap/ (Lyrics)</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>and how these could be used in a song, for example, <i>fare/andare, scuola/vola, lunedì and giovedì, come stai?</i> and <i>cosa fai?</i>, <i>otto</i> and <i>sotto, italiano</i> and <i>australiano</i>.</p> <p>Instruct students to work in groups of three or four to create their own <i>Scuola rap</i>, including a chorus and at least two verses of four lines, for example, <i>la mia scuola è bella e sono contenta, ho molti amici nella mia classe, a destra c'è Paolo e a sinistra c'è Marco, mi piace l'inglese ma preferisco l'italiano!</i></p> <p>Provide opportunities for students to practise, record and perform their rap. Consider extending the activity by collaborating with students to take lines/verses from the group raps to form a class rap to perform for the school/another class.</p> <p>7. Essere e avere Show students a variety of sentences that includes the verb essere, for example, <i>Come sei tu?, Com'è tua sorella?, Chi è?, Io sono molto contento, Il mio compleanno è il dodici febbraio, Mio padre è cinese, Siamo in ritardo.</i> Ask students to consider the word order of the sentences and the form of essere used in each sentence. Ask students to recall what they know about how verbs function in Italian, including infinitive verbs, conjugations and subject pronouns. Explain that the infinitive form of the verb 'to be' is essere and the sentences displayed all contain a form of this verb. Introduce/revise the forms of the verb avere using similar activities as those used with essere to support students to memorise and understand the forms of avere.</p> <p>8. Giochiamo insieme! Divide the class into three teams and call two students from each team to the whiteboard. Provide each pair of students with a jumbled set of the magnetic Italian subject pronouns cards and instruct each pair, with prompting from the remainder of the team, to order the subject pronoun on the whiteboard. Use phrases, such as <i>Chi ha finito?</i> to monitor progress. Check each team's answers and award a point for each subject pronouns in the correct order, that is, <i>io, tu, lui/lei, noi, voi, loro.</i> Provide the next pairs of students from each team with magnetic cards showing the six forms of the verb essere in the present tense. Ask each pair to compete to match the forms of essere with the appropriate subject pronoun. Award a point for each correct match. Repeat magnetic cards showing the forms of avere. Ask the next pair of students from each team to repeat the activity with magnetic cards showing the forms of avere. Repeat these three card matching activities to allow all students to have a turn.</p> <p>9. Tempo di domande Instruct students to refer to previously distributed Languages Online worksheet 29#4 Una mia giornata tipica. Ask students to read aloud each of the phrases listed on the worksheet and brainstorm how they would ask the questions that would require the listed phrases in the response, for example, the question for <i>mi alzo</i> and <i>faccio colazione</i> would be, <i>A che ora ti alzi?</i> and <i>A che ora fai colazione?</i> Ask students to discuss why <i>mi alzo</i> becomes <i>ti alzi</i>; <i>faccio</i> becomes <i>fai</i>; and so on.</p> <p>Present the PowerPoint Tempo di domande, which includes questions related to previous learning, sample answers and picture cues for students to generate questions and/or answers. The focus of this exercise is on the first, second and third person singular forms of the present tense of <i>giocare, fare, arrivare, andare, finire, essere</i> and <i>avere</i>, sports/activity vocabulary, adjectives, times of the day expression, times, <i>piacere</i>, and subject vocabulary, for example,</p> <p><i>A che ora arrivi a scuola? (Io) Arrivo a scuola alle otto e trenta.</i> <i>A che ora hai la lezione di matematica? Ho (la lezione di) matematica alle 9.</i> <i>Ti piace la matematica o l'inglese? Perché? Mi piace la matematica ma preferisco l'inglese perché è facile.</i> <i>A che ora fai colazione? Faccio colazione alle 7.30.</i> <i>Cosa ti piace mangiare a scuola? Mi piace mangiare gli spaghetti ma preferisco il gelato.</i></p> <p>10. Che giornata! Use the audiovisual Sai raccontare la tua giornata to reinforce understanding of common reflexive verbs in the first person singular form of the present tense. Drill structures with students and reinforce understandings using Slideplayer La mia routine giornaliera and Quizlet Italian a typical day.</p>	<p>Magnetic word cards subject pronouns/forms of essere and avere.</p> <p>Worksheet Languages Online 29#4 Refer to the following website for all Languages Online activities, games and worksheets included in the <i>Suggested Teaching and Learning Activities and Assessment</i> column. https://www.education.vic.gov.au/languagesonline/italian/Italian.htm</p> <p>PowerPoint Tempo di domande</p> <p>Audiovisual Sai raccontare la tua giornata https://www.youtube.com/watch?v=R13uXZ0902k Slideplayer La mia routine giornaliera</p>

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				<p>Show the Scootle online reader Quirky Comics: <i>Che Giornata!</i>: Level 2 [Italian] firstly without audio so that students focus on the text and illustrations. Ask students to provide reasons why the girl looks so disappointed at the end of the story. Use the frames of the story to identify and practise the key vocabulary. Show the story again with audio. Ask students to explain what happened in the story. Review new vocabulary and structures introduced by the story, for example, <i>i cereali, che succede?</i> Provide opportunity for students to:</p> <ul style="list-style-type: none"> • use their devices to record themselves reading the story aloud and to play their recording to review pronunciation and intonation • illustrate and caption an additional frame of the story • complete the online activities that accompany the story. <p>11. Ripasso il presente! Distribute the Verb chart worksheet. Display, in no particular order, the missing verb conjugations on the whiteboard. Instruct students to use the words on the whiteboard to complete the worksheet. Discuss students' answers and quiz students to confirm understanding of the conjugations, for example, 'What is the Italian for "I get up"?', 'What is the English for "<i>noi mangiamo la pizza?</i>"'. Reinforce students' understanding by using the subject pronouns dice to participate in language practice activities, such as:</p> <ul style="list-style-type: none"> • Activity 1 Scrivete! Call out a verb in the infinitive form and roll the die to determine the subject pronoun. Students write the corresponding form of the verb on their show me boards. • Activity 2 Giocate! Provide pairs of students a selection of infinitive verb cards and a subject pronouns die. Students place the cards face down, and one student in the pair draws a verb card while the other rolls the die to determine the subject pronoun. They then compete against each other to be the first to write the correct conjugation on their show me board. • Activity 3 Giochiamo insieme! Divide the class into teams and provide each team with a whiteboard marker. One student from each team stands at the board ready to write. Use the infinitive verb cards to nominate a verb and the subject pronouns die to determine the subject pronoun. The students standing at the board must write the subject pronoun and the appropriate conjugation. Allocate a point for each correct conjugation and additional points for finishing first. The remainder of the class can play against the contestants at the board by writing the answers on their show me boards. <p>12. Uno spettacolo con i burattini a mano Use Italian, supported by gestures and English, if required, to provide students with instructions for the activity. Allocate students to groups of four and challenge them to use the recently revised structures, any worksheets and the posters in the classroom, to plan and perform a puppet show in which characters talk about/act out a typical day. Brainstorm possible scenarios and common language with students. Encourage students to use their Terms 1, 2 and 3 Checklists to guide them and to include as much language variety as possible. Provide students with time to discuss and plan, prior to practising and presenting. Arrange for students to present their puppet shows to other classes.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in class discussion about how Italian works and how it is used in imaginative texts ▪ contribute to question and answer activities to share information about life in Italy and Australia ▪ complete Languages Online worksheet 29#4 ▪ plan, script and perform a puppet show about daily life. 	<p>https://slideplayer.it/slide/4083945/</p> <p>Application Quizlet A Typical day https://quizlet.com/subject/typical-day-in-Italian/</p> <p>Online reader Quirky Comics: <i>Che Giornata!</i>: Level 2 [Italian] http://www.scootle.edu.au/ec/viewing/L10064/index.html</p> <p>Electronic devices</p> <p>Worksheet Verb chart A table showing common infinitive verbs, including reflexives, subject pronouns, and partially complete with conjugations in the present tense.</p> <p>Show me boards and markers</p> <p>Cards Infinitive verbs</p> <p>Dice Subject pronouns (each face of the die has one of the six subject pronouns <i>io, tu, lui/lei, noi, voi, loro</i>)</p> <p>Resource Hand puppets</p>
5–6	Lo sapevi che ... Students continue learn about Italy and life in Italy. They learn about	Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification	Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiavo, piscina, pesce</i>) and	13. 25 Fun facts about Italy Display the webpage on the interactive whiteboard. Ask students to take turns to read the facts about Italy aloud. Support them to consider the information provided and to reflect on any similarities and differences with their own culture and country. Where the webpage makes comparisons with the USA, provide students with examples from Australia, such as, Italy is	Webpage 25 Fun facts about Italy http://www.touritalynow.com/italy-fun-facts

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	<p>prepositions, ordinal numbers and the Leaning Tower of Pisa.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • build on understandings about Italy and make comparisons with Australia • identify and talk about classroom and stationery items • use prepositions to locate items and describe surroundings 	<p>and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p>	<p>letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i> [notice] definite and indefinite articles with nouns, for example, <i>la matita, il libro, il quaderno; una maestra, uno studente; i ragazzi, le ragazze</i> (*content from Year 1 syllabus)</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, including:</p> <ul style="list-style-type: none"> • using gender, singular and plural nouns in the regular form • using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> • using simple prepositions to indicate location or direction such as <i>a, in, a sinistra, a destra, sopra, sotto, dietro</i>, for example, <i>a casa; in città; a sinistra; sopra il tavolo</i> • using suffixes to add nuance, for example, <i>-ino (fratellino, piccolino)</i> or <i>-etto (poveretto, casetta)</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p> <p>Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the worlds, including Australia</p>	<p>about the size of Victoria and Tasmania combined.</p> <p>Display a map of Italy, showing the countries it borders and the seas/oceans that surround it. Describe, in Italian, where Italy is situated, for example, <i>L'Italia è in Europa, vicino la Francia, la Svizzera e l'Austria</i>. Encourage students to provide the English for the description. Display 10 statements in Italian related to Italy and/or Australia, and ask students to indicate if the statements are either <i>vero</i> or <i>falso</i>, for example, <i>L'Italia è più piccola dell'Australia, L'Italia è vicino la Francia, L'Australia ha 62 milioni d'abitanti, L'Italia è un'isola, Il canguro è un animale australiano</i>. Discuss how students can modify these statements to provide other information. Provide opportunities for students to practise using bilingual dictionaries to search for unknown words. Discuss any difficulties in translating words or sentences. Remind students of the common abbreviations used in dictionaries and how this will help them in constructing their own sentences.</p> <p>14. Facts about Australia and Italy worksheet Allocate students to pairs to complete the cloze statements about each country and support students to write a statement in Italian about either country or life in either country. Ask each pair of students to read their statement. Remind students to ask for clarification if they do not understand another pair's statement by using <i>mi scusi, non capisco, puoi ripetere per favore?</i></p> <p>15. Preposizioni di luogo View online the Prepositions of place poster and drill the words with the students. Provide students with the Preposizioni di luogo worksheet, explaining that they are to use the illustrations provided to complete a series of descriptions by adding the missing prepositions of place that have been omitted and to complete an illustration by drawing the missing objects in the locations as described in an accompanying text</p> <p>16. Preposizioni di luogo game Allocate students to teams. Choose two objects to hide, preferably one singular and one plural, for example, <i>la matita</i> and <i>le forbici</i>. Explain the rules of the game and practise the Italian structures students will use to play the game. The team searching for the hidden object must ask yes/no questions that include prepositions of place, for example, <i>La matita è vicino la lavagna? Le forbici sono sotto un libro? La matita è sopra qualcosa?</i></p> <p>17. I numeri ordinali Discuss with students the difference between cardinal and ordinal numbers, and give examples of their use in English and Italian, for example, in Italy ordinal numbers are used to refer to school year levels, <i>la prima (classe)</i>. Choose examples that illustrate that in Italian the ordinal numbers have masculine and feminine forms in Italian. Use ordinal number flashcards to drill the numbers with students. Ask students what they notice about the definite article and the ending of the ordinal number, for example, the ordinal numbers end with the letter 'o' and the definite article used is <i>il</i>, both are masculine. Explain to students that ordinal numbers are like adjectives and have both masculine and feminine because they agree in gender and number with the nouns they modify. Ask students what they think the definite article and the last letter of the ordinal number would change to for the feminine version and what they need to consider about the ordinal number for 'eighth', <i>ottavo</i>. Encourage students to use metalanguage in their discussion. Show the audiovisual Filastrocca - i numeri ordinali and ask students to listen for the ordinal numbers.</p> <p>18. Ripassiamo! Provide opportunities for students to consolidate their understanding of ordinal numbers through activities, such as:</p> <ul style="list-style-type: none"> • Activity 1 Conosce i numeri ordinali 1–9 Provide student access to electronic devices to complete the online activity. • Activity 2 Taglia e incolla Distribute the two pages of the Languages Online combined worksheet. Instruct students to cutout the numbers from page two and glue them in the correct order in the appropriate columns on page one. Discuss the use of the Italian abbreviations <i>1^o/1^a</i> etc. • Activity 3 In piedi e riordinare i numeri Place laminated flashcards of the masculine and feminine ordinal numbers 1–10 face down around the room. On the command, <i>uno, due, tre,</i> 	<p>Worksheet Facts about Australia and Italy (teacher-developed)</p> <p>Poster Prepositions of place https://learningitalian.blog/learn-italian-prepositions-of-place/</p> <p>Worksheet Preposizioni di luogo</p> <p>Game Preposizioni di luogo Allocate students to teams of three or four. Decide on two objects to be hidden. Team 1 is sent outside the room while the remainder of the class decide on hiding places for the objects within the classroom in locations that can be described using prepositions of place, for example, <i>sotto lo scaffale, vicino la porta</i>. Team 1 returns to the room and asks yes/no questions that include prepositions of place, to the remainder of the class. Once Team 1 has located both objects, the game is repeated for the remaining teams. The aim of the game is to find both objects by asking the least number of questions. Points are allocated for each question asked. The team with the lowest number of points wins.</p> <p>Flashcards Ordinal numbers (Languages Online New activities #11 ordinal numbers 1–10)</p> <p>Audiovisual Filastrocca – i numeri ordinali https://www.youtube.com/watch?v=fyB3roKOxM0 (play at 0.75 speed)</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, la mensa scolastica; le vacanze estive; la passeggiata</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p><i>Preferisco...</i></p> <ul style="list-style-type: none"> using suffixes to add nuance, for example, <i>-ino</i> (<i>fratellino, piccolino</i>) or <i>-etto</i> (<i>poveretto, casetta</i>) using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week 	<p>object using questions, such as <i>È l'albero? È lo zaino?, È il quaderno di Matteo?</i> Ask students to write an introductory 'I spy' statement. Have a few students read their statement to the class and ask the other students to guess what the object may be. Play this game over several lessons to ensure each student has a turn.</p> <p>22. Come vai a scuola? Survey students to determine which means of transport is used most by students to get to school. Use students' responses to introduce the relevant vocabulary. Drill the vocabulary using flashcards and introduce the structures <i>ci vado ...</i> and <i>prendo ...</i>. Discuss the difference and when to use each structure. Use the audiovisual <i>Lessico 13 Mezzi di trasporto</i> to practise pronunciation and to introduce other means of transport. Distribute and explain the Languages Online worksheet 32#2. Ask students to guess the destinations mentioned in each question based on similarities to English or previous learning, and to complete each response. Check responses as a class and explain to students that the word <i>ci</i> in the answer replaces the noun (usually a place) in the question. Provide students with opportunities to practise the vocabulary and structures by participating in the interactive tasks Languages Online 32# 2, #3, #4 and #6 and the range of activities and games on the Learn Italian website.</p> <p>23. Facciamo brainstorming Ask students to reflect on what they have learnt in the Italian class during Terms 1, 2 and 3 and, in particular, what they have learnt to say about their lives and what they do each day. List the topics on the whiteboard, for example, what they do each day, what time they do it, how they get somewhere, what they like to do. Ask students to revise some of the key structures related to each topic and to review and update their Term 3 Checklist.</p> <p>24. Assessment Ascoltiamo e leggiamo Provide students with texts related to people sharing information about their personal and social worlds. Ask students to locate specific information and convey the information in a variety of ways, for example, students listen to or read a text in Italian and use the information to reorder the scrambled English summary; complete a cloze activity providing the missing information in Italian; and/or respond to short answer, true or false and multiple-choice questions based on the information in the texts.</p> <p>25. Assessment Una mattina nella vita di ...</p> <ul style="list-style-type: none"> Part A Cosa fa la mattina Pietro Bravo? Explain to students that they are going to reorder the sentences about Pietro's daily morning routine by cutting out each sentence and arranging and gluing them in the correct order using the times and activities as cues. Part B Una giornata nella mia vita Ask students to design a storyboard using eight captions and illustrations about their daily routine, from the time they wake up to the time they go to bed. Discuss with students the language they could include – verbs, time, times of the day, adverbs, transport, locations, food and likes/dislikes. Provide students with the storyboard template and access to bilingual dictionaries. Instruct them to decide first on the eight activities they will include, and then to write the caption for each frame in Italian before adding the illustration. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> participate in class activities and games – <i>Quizlet Cosa c'è nell'aula, Last man standing, Vedo, vedo, con il mio piccolo occhietto</i> engage in interactions about the classroom environment and modes of transport locate information in spoken and written texts, and present the information in other ways complete Languages Online worksheets 33#9 and 32#2, and interactive tasks 32# 2, #3, #4 and #6. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Una mattina nella vita di ...</i> – Part A and Part B. 	<p>Flashcards <i>Mezzi di trasporto</i> Audiovisual <i>Lessico 13 i mezzi di trasporto</i> https://www.youtube.com/watch?v=kLgh40McXOU</p> <p>Worksheet Languages Online 32#2 Interactive tasks Languages Online 32#2, 32#3, 32#4 and 32#6. Website Learn Italian (Go - means of Transport) https://www.learn-italian.net/italiantutorial?topic=Go%20-%20means%20of%20transport&level=primary</p> <p>Workbooks and Terms 1, 2 and 3 Checklists.</p> <p>Texts Written, spoken, digital and multimodal informational texts and related activities (teacher-developed)</p> <p>Assessment <i>Una mattina nella vita di ...</i> Part A <i>Cosa fa la mattina Pietro Bravo?</i> Blank paper and scissors Assessment task Part B <i>Una giornata nella mia vita</i> (accessible on the School Curriculum and Standards Authority website)</p> <p>Storyboard comic strip template</p>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>Parliamo delle vacanze</p> <p>Students are given opportunities to share and engage with information about holiday activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> distinguish between use of the present tense and present perfect tense continue to build understanding of conjugating verbs in the present tense identify key elements of postcard message apply understanding of Italian to write short descriptions read descriptions, locate and convey specific information about holiday and travel 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica</i></p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Notice and describe how language reflects cultural practices and norms</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></p> <p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</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, including:</p> <ul style="list-style-type: none"> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>lo gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; lo vado a Albany il weekend</i> using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as <i>primo; secondo; la prima classe</i> <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>	<ol style="list-style-type: none"> Le nostre vacanze Ask each student to write on their Show me boards two activities they did in the holidays and two places they visited. Remind students to use their workbook notes, posters and dictionaries to find the Italian and to use English where required. Monitor what students are writing and initiate a class discussion by focusing on what appears to be the most popular activities or destinations. Work with students to: <ul style="list-style-type: none"> design and conduct a class survey to collect information about each student's three preferred holiday activities/destinations draw and label in Italian a graphic/chart showing the survey results in their workbooks. Show students a graphic indicating popular holiday activities/destinations for Italians and discuss with students. Ask students to consider similarities and differences in the class data. Come hai passato le vacanze? Use question and answer techniques to engage students to use the vocabulary and phrases for talking about holidays, for example, 'Who went to the movies during the holidays?' 'Come si dice 'movies' in italiano?' 'Ti piace il cinema?' 'How do you say "I go to the movies" in Italian?' 'What is the verb "to go"?' Lead the discussion towards differentiating between saying what they do, or are doing, using the present tense and the <i>passato prossimo</i> to express what they did in the holidays. Call on some students to nominate one place and one activity. Write the corresponding Italian on the whiteboard. Organise the vocabulary into two groups, those that can be used after the stem <i>Sono andato/a</i> + preposition + place, and those that will have the structure <i>Ho</i> + past participle, for example: <i>Sono andato/a ... al cinema, al parco, in città, in piscina, in centro, a Melbourne, in America Ho ... giocato a tennis, fatto il nuoto, fatto campeggio, mangiato la pizza, visitato il museo.</i> Discuss the two structures and provide opportunities for students to practise them through drills. Use visual cues to prompt descriptions using the structures and encourage students to elaborate on the descriptions by adding information, for example, <i>Sono andato al cinema + martedì mattina + con mia sorella.</i> Durante le vacanze Work with students to complete Durante le vacanze interactive tasks, for example, matching sentences with pictures, drag and drop activities, completing sentences using the <i>passato prossimo</i>, and reordering descriptions of holiday activities. Ask students to write two short paragraphs in their workbook, the first starting <i>Durante la prima settimana delle vacanze scolastiche ...</i> and the second, <i>Poi, nella seconda settimana ...</i> Instruct students to add at least three pieces of information to each sentence to describe what they did. Term 4 Checklist Provide students with a copy of the Term 4 Checklist and ask them to read through the list and to start ticking what they know. Instruct students to glue the Term 4 Checklist into their workbook. Saluti dal tuo corrispondente Show examples of cartoline from Italy in Italian to students. Explain that postcards used to be a very popular means of communication for travellers. Ask students to share their own experiences of postcards and to consider why they are not used as often today. Look at some of the key elements of the postcards, for example, date and address. Show examples of how addresses are structured in Italian. Distribute the Languages Online worksheet 27#7, and ask students to locate and highlight in the first penpal postcard the Italian words for 'friend', 'well', 'birthday', 'festival', 'holiday', 'beach', 'photograph' as you read the postcard text aloud. Remind students that the photographs accompanying the text also provide information and can assist to make meaning of the text. Instruct students to complete the tick box activity for the first postcard and discuss their answers. Instruct students to work with the person/people sitting next to them to complete the question sheet and the tick box activity for the remaining postcards. Check the answers as a class. 	<p>Show me boards</p> <p>Graphic Dove vanno gli italiani in vacanza https://www.idealista.it/news/immobiliare/residenziale/2011/02/17/20715-immagine-del-giorno-dove-vanno-gli-italiani-in-vacanza</p> <p>Survey Workbooks</p> <p>Interactive tasks Durante le vacanze (teacher-developed)</p> <p>Workbooks</p> <p>Handout Term 4 Checklist (based on the overview checklist introduced in Term 1)</p> <p>Realia Cartoline https://www.google.com/search?q=italian+postcards&rlz=1C1CHBF_en-GBAU849AU849&source=Inms&tbm=isch&a=X&ved=0ahUKewjc89m60tTkAhVQ7nMBHbCBCTsQ_AUIEigB&biw=1920&bih=969 https://www.zazzle.com.au/italy+postcards</p> <p>Worksheets Languages Online worksheet 27#7 and accompanying Question sheet (teacher-developed), such as: Postcard 1</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose</p>	<p>Discuss the format, spelling and punctuation, salutations, and expressions, such as, <i>Bleh!</i> used in each postcard. Draw students attention to the use of <i>sono andato/a</i> and <i>siamo andati</i>. Number the postcards on the worksheet, <i>uno, due</i> and <i>tre</i>, and allocate each student one of the numbers. Instruct all the students to individually translate the postcard that corresponds to the number they have been allocated. Remind students that they can use their notes and dictionaries to support them. Once all students have finished, ask them to move into their group numbers and to compare and discuss their translations. Each group nominates a student to read the Italian text and another student to read the English translation to the class. Instruct students from other groups to ask questions and/or for clarification.</p> <p>6. Saluti da ... Display several ePostcards depicting locations and activities, for example, people at a beach, snow-capped mountains, a city skyline or a famous location. Ask students to imagine what they would do if on holiday in each of those locations, and write their suggestions in Italian on the whiteboard. Review relevant structures and vocabulary, and the use of the present and past tenses with students, such as, <i>Ieri sono andato/a ...</i>, <i>Oggi vado ...</i>, <i>Ho visto la torre di Pisa, è molto alta, Venerdì abbiamo sciato e poi abbiamo fatto un pupazzo di neve</i>. Revise conjunctions <i>e, con</i> and <i>poi</i>, and encourage students to use these to add detail, for example, <i>Sono andato al cinema + martedì mattina + con mia sorella, Ogni mattina faccio nuoto con mio fratello, ci sono tre piscine</i>. Explore phrases, such as <i>Mi diverto molto!</i>, <i>Mi piace tanto!</i>, <i>È molto interessante!</i></p> <p>Allocate one of the ePostcards to each student and provide them with a postcard template. Instruct students to write a postcard message to another student of Italian or an imaginary Italian penpal. Remind students to use the models provided and of the elements to be included in their postcard message, for example, date, salutations, time of the year, at least one activity/description using the present tense and one using the present perfect tense.</p> <p>7. In giro per l'Australia Allocate students to groups of four. Provide each group with a series of postcards messages/travel blog entries, corresponding pictures and a map of Australia. Ask students to use the dates and other information provided in the text to:</p> <ul style="list-style-type: none"> order the messages/entries label the map glue the pictures onto the map next to the corresponding destinations. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> structure sentences and employ the present tense and the present perfect tense when writing in Italian engage with interactive tasks related to <i>Durante le vacanze</i> translate information provided in Languages Online worksheet 27#7 and complete related activities collaborate to complete <i>In giro per l'Australia</i> activity. 	<ol style="list-style-type: none"> What information does Nerio tell you about the two photos? What would Nerio like from you? <p>Postcard 2</p> <ol style="list-style-type: none"> What is the season in the second letter? What does Ilaria think about the first day of school? What would Ilaria like from you? <p>Postcard 3</p> <ol style="list-style-type: none"> In the third letter, how are Marella and her family feeling? What is her favourite celebration? What does Marella like to do? <p>Refer to the website for all Languages Online activities, games and worksheets included in the <i>Suggested Teaching and Learning Activities and Assessment</i> column.</p> <p>https://www.education.vic.gov.au/language/online/italian/Italian.htm</p> <p>Resources ePostcards and postcard template</p> <p>Activity <i>In giro per l'Australia</i> (teacher-developed) comprises of:</p> <ul style="list-style-type: none"> a series of postcard messages/travel blog entries by an imaginary Italian student of places visited in Australia. The information provided includes places visited, dates of arrival and departure from each place, activities/sites, and use the present tense and/or the present perfect tense, for example, <i>Siamo arrivati a Darwin il 25 giugno. Fa molto caldo. Ho visto un coccodrillo e abbiamo visitato il mercato sulla spiaggia. Domani mattina, il 2 luglio prendiamo il treno per Adelaide</i> a series of pictures that correspond to the information provided in the postcard messages a map of Australia with space at various destinations for students to add details they will be visiting, eating, or doing at each location.

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
5–10	<p>Parliamo di una giornata tipica</p> <p>Students build on and consolidate previous learning about verbs, sentence structures and daily routines.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> revise learning from Terms 1, 2 and 3 collaborate with each other to develop questions and play Jeopardy game build understanding of present tense verbs, including reflexives, and use in familiar and practised scenarios use Italian to exchange information about daily routines read and translate Italian texts prepare and present a role play and a class presentation, focusing on daily routine 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities</p> <p>Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled</p>	<p>Develop pronunciation and intonation in Italian, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo, piscina, pesce</i>) and letter combinations such as <i>gn</i> (in <i>lavagna</i>) and <i>gl</i> (in <i>famiglia</i>)</p> <p>Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including <i>sabato, dicembre</i></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, including:</p> <ul style="list-style-type: none"> using subject pronouns in context, for example, <i>Chi ha finito? Io!</i> learning to conjugate common regular and irregular verbs in the singular (<i>io/tu/lui/lei</i>) in the present tense, for example, <i>Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend</i> expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché...; Preferisco...</i> using regular and reflexive verbs as formulaic expressions in the past tense, for example, <i>Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo</i> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> recognising and using the names for the days of the week <p>Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English</p>	<p>8. Ripassiamo! Review the Terms 1, 2 and 3 Checklists and update the overview checklist poster. Play the online Jeopardy game as a way of revising and to show students the format of the game. Explain to students that they are going to design their own version of the Jeopardy game. Allocate students to groups and give each group a category for which they are to develop a range of questions in Italian and English. Discuss possible question formats and what may constitute a 100 point question versus a 500 point question. Revise how to form numbers in hundreds. Distribute a template for students to write questions and answers. Allocate roles to students, for example, compare, questioner, contestants (rotate through all roles so that all students participate).</p> <p>9. Daily routines, rhyming and silly sentences Provide students with three sets of cards: one set showing the subject pronouns; the second set with a selection of infinitive verbs, for example, <i>essere, avere, giocare, volare, ridere, sorridere, pensare, andare, sentire, tornare, parlare, lasciare</i>; and the third set with a selection of nouns, for example, <i>il lunedì, il cane, mia sorella, la spiaggia, il calcio, la camicia, il sole, l'Italia</i>. Keep each set of cards separate. Instruct students to select a card from each set and to use the words on the card to start to form a sentence. Explain to students that they may need to add other words to form a complete sentence, and suggest that they attempt to make a rhyming sentence or a nonsensical sentence as an alternative to a logical sentence, for example, <i>io gioco a pallacanestro con il mio cane verde, nel tempo libero guardo la TV; quando piove lui legge la television alle sette sotto il tavolo, l'estate se fa bel tempo io vado in spiaggia con i miei amici</i>. Support students by providing prepositions and adverbs, if required, and guiding them to form grammatically correct sentences. Provide students with paper to make a poster of their sentence with accompanying illustrations.</p> <p>10. I verbi riflessivi comuni Use verb charts and flashcards to introduce and practise commonly used reflexive verbs in the infinitive form, such as, to wake up <i>svegliarsi</i>, to get up <i>alzarsi</i>, and to wash oneself <i>lavarsi</i>. Use the reflexive verbs <i>chiamarsi</i> and <i>alzarsi</i>, with which students are familiar, to revise the reflexive pronouns, <i>mi, ti</i> and <i>si</i>, and to reinforce understanding of how reflexive verbs function. Use the verbs <i>alzarsi, prepararsi, sedersi, vestirsi</i> and <i>divertirsi</i> to revise the three groups of verbs (<i>-are, -ere</i> and <i>-ire</i>) and the first, second and third person conjugations in the present tense.</p> <p>11. La mia giornata Show the first slide of the audiovisual clip. Instruct the students to repeat each phrase and translate the meaning of each verb. Highlight the use of <i>mi</i> for reflexive verbs and the use of the preposition <i>a</i> to indicate location, for example, <i>vado a letto</i>. View the next slide and nominate students to read each verb and definition aloud, focusing on correct pronunciation, such as the blends <i>ce, ci, gl, gua</i>. Highlight those verbs that do not follow the regular pattern of conjugation, such as <i>andare</i> and <i>fare</i>. View and listen to the next slide 'la mia giornata tipo'. Read the passage and ask students to repeat. Ask students to use their notes and dictionaries to translate the passage into English in their workbook. Review the translations as a class and discuss what was easy/difficult to translate and why? Use the paragraph to revise the third person form of verbs, including reflexives and common irregular verbs. Discuss with students how the verb needs to change to say 'he/she does/is doing something'. Use questions to elicit responses, using the third person singular form of the verbs, from students, for example, <i>A che ora si sveglia?, Si alza alle 10?, Quando fa la doccia?</i></p> <p>12. La mia giornata tipica Provide opportunities for students to consolidate verbs and structures related to daily routine by engaging in a range of activities, for example:</p> <ul style="list-style-type: none"> Activity 1 Daily routine audiovisual clip Play the clip stopping before the quiz at the end. Play the video again and pause before each sentence is shown to allow students to attempt to provide a sentence to describe what is shown. Work with students to complete the quiz. Activity 2 Giochiamo a sciarade! Divide the class into three teams. Students take turns to choose a card related to daily routine and to act out the verb, noun or phrase shown. 	<p>Terms 1–3 Checklists</p> <p>Online game Jeopardy https://jeopardylabs.com/play/italian-jeopardy9</p> <p>Template Jeopardy question and answer Buzzers</p> <p>Cards Infinitive verbs, subject pronouns, nouns (teacher-developed)</p> <p>Paper for posters</p> <p>Verb charts Reflexive verbs Flashcards Reflexive verb</p> <p>Audiovisual clip La mia giornata https://slideplayer.it/slide/188614/</p> <p>Workbook</p> <p>Audiovisual clip Daily routine https://www.youtube.com/watch?v=aKY0beBj9kg</p> <p>Game Sciarade! Cards Verbs, nouns and phrases (teacher-developed)</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>language</p> <p>Translate words, phrases and simple texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English, for example, <i>la mensa scolastica; le vacanze estive; la passeggiata</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>		<ul style="list-style-type: none"> Activity 3 Sequenze di azioni quotidiane Distribute sets of the <i>sequenze di azioni quotidiane cards</i> to students, and instruct them to sequence the cards and to complete the speech bubbles in Italian according to the action. Support students by ordering the first two cards and completing the text as a class. Remind students to use reflexive verbs where relevant. <p>13. Ripassiamo! Revise the present and present perfect tenses using a variety of games and activities, for example:</p> <ul style="list-style-type: none"> Activity 1 Coniughiamo! Each pair of students has a subject pronoun die. Instruct students to roll the dice and to write on their show me boards the subject pronoun that is on the face of the die. Call out an infinitive verb. Students write on their show me boards the form of the present tense of the verb that corresponds to the subject pronoun and hold up the boards. Respond to the students' answers using comments, such as <i>giusto/non è giusto, è corretto/non è corretto, sì/no, bravo/a, prova ancora</i>. Activity 2 Competition Smackdown game Divide the class into four teams. A student from each team stands at the whiteboard with a marker. Nominate a verb, a tense and a subject pronoun, and use the exclamation <i>via!</i> to indicate to the students to start writing. The first student to finish with the correct form of the verb receives two points for the team. All students with the correct verb are allocated a point. Students may lose a point for looking at another team's word. The remainder of the class can play mentally or write their answer for themselves on their show me boards. <p>14. Term 4 Checklist Guide students to review, discuss and update the checklist in their workbooks.</p> <p>15. Assessment La vita di un supereroe Allocate students to pairs and have each student formulate five questions they would ask an imaginary superhero in order to gather information about the superhero, their daily routine and their likes/dislikes. Have students:</p> <ul style="list-style-type: none"> swap their list of questions with another student imagine that they are a superhero and write answers for the questions they have been given (encourage students to incorporate as much language as they can in their answers) check each others' answers work in pairs to role play a conversation between two superheroes. <p>16. Spettacolo - Una giornata nella vita di ... Guide students to plan, prepare, practise and present a performance of a day in the life of a character (or characters), such as, <i>Babbo Natale</i>. Support students to identify what to include, what resources to use to help them and how to present the information, for example, the character talking about themselves, using the first person singular form of the present tense; the character being described by others using the third person singular; the character being interviewed; visual props and pictures with captions. Encourage students to use their imagination and be as creative as possible. Remind students to use Terms 1–4 Checklists to remind them of the language/information that can be incorporated. Work as a class to storyboard and develop the presentation, and then allocate scenes/sections to groups to practise and present. Students can present their presentation to other classes or at a school assembly.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> prepare questions for and participate in the Jeopardy game use Italian to participate in and complete activities/games related to <i>la mia giornata, la mia giornata tipica</i> and verbs talk about and make comparisons about how Italian works participate and engage in the development and presentation of the performance <i>Una giornata nella vita di ...</i> Formal assessment using the following activities: <ul style="list-style-type: none"> <i>La vita di un supereroe</i> role play. 	<p>Card Sequenze di azioni quotidiane http://www.baby-flash.com/wordpress/2015/04/23/sequenze-di-azioni-quotidiane/</p> <p>Subject pronoun dice Show me boards and markers</p> <p>Workbook and Term 4 Checklist</p> <p>Assessment La vita di un supereroe</p> <p>Terms 1–4 Checklists</p> <p>Resources to support the development and presentation of the class performance</p>