



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE

YEAR 5

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 4 Italian: Second Language, students communicated in Italian, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contributed collaboratively to class experiences that involved asking for help, clarification and permission, solving problems and sharing decisions. Students located and processed factual information in a range of texts and gathered and conveyed factual information and short descriptions from familiar texts related to their personal and social worlds. They participated in and responded to a range of imaginative texts, discussed messages and made statements about characters or themes. Students created and performed short imaginative texts that allowed for exploration and enjoyment of language and cultural expression.

Students became familiar with the systems of the Italian language, developing pronunciation and intonation in Italian and recognised some of the rules of spelling and punctuation. They noticed and used context-related vocabulary and applied elements of grammar in simple spoken and written texts to generate language for a range of purposeful interactions.

The sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.

Italian: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Come è la tua casa?</p> <p>Students interact to exchange information about their home and bedroom.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet peers and teachers in Italian identify and compare types of housing across Italy and Australia continue to become familiar and confident using a bilingual dictionary demonstrate understanding of various topics and grammatical points using relevant terminology in English or Italian talk about their home and describe their bedroom in detail acquire and use vocabulary for types of houses, various rooms in a house and common furniture respond to instructions formulate questions to find out specific information recognising when to use the third person formal or second person plural 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use</p>	<p>Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using simple conjunctions such as <i>e, poi</i> and <i>ma</i> (*content from Year 4 syllabus) expressing preferences and reasons for preferences, for example, <i>Mi piace ... perché...; Preferisco...</i> (*content from Year 4 syllabus) noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è..</i> using suffix <i>-issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> formulating questions and requests, for example, <i>Dove abiti? Che ora è? Pronto, chi parla? Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and 	<ol style="list-style-type: none"> Welcome students to the new school year. While calling the roll, greet students and revise basic questions, such as <i>Come ti chiami?; Come stai?; Quanti anni hai?; and Dove abiti?</i> Ask students to reflect on the Italian language they remember from Year 4 and write as many questions as they remember in their workbook, using a blue pen. Arrange students in small groups and instruct them to share their questions. Ask them to tick on their list the questions in common, and add any that are new with a different coloured pen. As a class, determine the 16 favourite questions. Record the questions written in blue pen, that each student remembered, in an electronic spreadsheet as baseline data for future planning. Prepare a worksheet in the form of a four-by-four grid and write the questions from the previous activity in the individual cells. Recite the questions in unison as a warm-up activity. Practise answering the questions as a class. Participate in a Walk-around activity as an icebreaker for students to collect information from their peers. Direct students to move around the classroom asking other students the questions in the grid and recording their responses. Ensure <i>Dove abiti?</i> is one of the questions asked. Introduce students to the focus activity Come è la tua casa? by showing images of housing in different parts of Italy. Provide the vocabulary for different dwellings, such as <i>appartamento (monolocale, bilocale, trilocale), casa, castello, palazzo, villa, villetta</i>. Discuss, as a class, the variety of housing and make comparisons with Australia. Remind students of the Italian use of diminutives, for example, <i>fratello – fratellino, villa – villetta</i>. Ask students to consider their own house and how they would describe it using the vocabulary they already know, for example, type, size and colour. Work with students to formulate sentences about their own house or those in the slides, for example, <i>La mia casa è piccola; Questa villetta è bella.</i> Inform students of the goals for the term and that by the end of the term they should be able to talk about and describe their home and bedroom in detail, and formulate questions to ask about someone else's house. Display the chart Anno 5 – I nostri obiettivi and ask students to consider if any of the objectives listed for the year have already been discussed/studied. Provide students with their own copy of the chart as a checklist and, as a class, place a tick alongside these on the checklist. Remind students that each listed item will be used several times by the end of the year. Ask students to place a copy of the checklist Anno 5 – I nostri obiettivi in their workbook. Distribute bilingual dictionaries or provide students with access to an online dictionary/translation application and discuss with them the various strategies for using the dictionary effectively. Ask them to recall what they know about the Italian alphabet, spelling rules in Italian and abbreviations used in the dictionary. Provide the students with a word in English related to housing, and ask them to find the corresponding Italian word in the dictionary. Discuss the alternative words provided in the dictionary. Advise students they can confirm the meaning of the word by crosschecking it in the English/Italian section of the dictionary. To support their dictionary skills, provide students with a Dictionary 	<p>Workbook</p> <p>Blue and red ink pens</p> <p>Microsoft® Excel® application</p> <p>Activity Walk-around activity worksheet with 16 questions</p> <p>Activity Come è la tua casa? Slideshow of images of different types of Italian housing</p> <p>Chart Anno 5 – I nostri obiettivi, listing content from the Year 5 syllabus</p> <p>Checklist Anno 5 – I nostri obiettivi</p> <p>Workbook</p> <p>Reference Bilingual dictionary or Online dictionary/translation application</p> <p>Language practice Dictionary Skills in Languages Online 33 # 9 https://www.education.vic.gov.au/lang-uagesonline/italian/sect33/pdfs/print9.pdf and add vocabulary and phrases related to housing</p>

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			<p>events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i></p> <p>Build a metalinguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p>Skills worksheet and instruct students to use the dictionary to locate the Italian or English equivalent for the words and phrases provided. Check and discuss findings as a class.</p> <ol style="list-style-type: none"> Show flashcards <i>I nomi per le stanze della casa</i> to students, and call out the names of the rooms of the house. Ask students to repeat the names. Provide access to <i>Benvenuti a casa mia</i> and ask students to complete the activity. Remind students to add a definite/indefinite article before the nouns. Share with students the activity <i>I nomi di mobili e oggetti per la casa: Cosa c'è nella casa?</i> using an application such as SlidePlayer. Instruct students to view and listen to the items mentioned in each room and write the corresponding Italian word on their worksheet. Show flashcards <i>Preposizioni di luogo</i> to students and discuss when the prepositions with <i>a</i>, such as <i>accanto a, davanti a, and vicino a</i> are used. Provide students with access to <i>Le preposizioni</i> to review the preposition and article combinations, for example, <i>sopra a + la</i> changes to <i>sopra alla</i>. Instruct students to complete the interactive activity <i>lo arredo</i> and walk around the classroom to check student participation in the activity. Instruct each student to write five adjectives they would use to describe their house and an object in their house, and write the Italian translation in their workbook. View the blog <i>il Superlativo</i> with students. Discuss the meaning and compare it to the English equivalent. Ask students to think of words to describe their house, such as <i>grande, bello, piccolo, alto, vicino</i>. Provide students with a bilingual dictionary to translate the words and phrases displayed on the interactive whiteboard related to <i>Livelli di una casa</i>. Review the answers as a class and ask students to correct any mistakes. Instruct students to write a sentence in Italian describing either their house, or an imaginary one, using two of the words or phrases listed on the whiteboard. Provide students with access to a bilingual dictionary. Invite students to call out their sentences and discuss these as a class. Instruct students to form two lines to play the Face-off game. Use the definite and indefinite articles and possessive adjectives as topics. Explain to students that they have to say the correct articles before the nouns as they are called out. The students at the front of the two lines 'face-off' against each other. The student who is fastest and correct stays at the front of the line. The other goes to the end of the line. Students must win three in a row in order to go through to the semifinal round. Ask several students to explain the meaning of the question <i>Quante stanze?</i> Allow them to consult the bilingual dictionary to find the meaning of the noun <i>stanze</i>. Ask students what strategies they could use to find the word, for example, they could look up the English word 'rooms' and find it is listed in the singular form 'room', then cross-reference and look up the word <i>stanza</i>. Play a game of Round robin with students. Ask the first student <i>Quante stanze ha la tua casa?</i> then ask them to read their sentences aloud using the introductory phrase <i>La mia casa ha ...</i> Ask the next student the question until everyone has had a turn. Display images of apartments and houses and ask students the question <i>Casa o appartamento?</i> Read aloud the different words and phrases with the images, 	<p>Flashcards <i>I nomi per le stanze della casa</i></p> <p>Language practice <i>Benvenuti a casa mia</i> in Languages Online Interactive 35 #3 https://www.education.vic.gov.au/languageonline/italian/sect35/no_03/no_03.htm</p> <p>Resource SlidePlayer to share activity <i>I nomi di mobili e oggetti per la casa: Cosa c'è nella casa?</i> and worksheet at https://slidesplayer.com/</p> <p>Flashcards <i>Preposizioni di luogo</i></p> <p>Resource Chart <i>Le preposizioni</i> in Languages Online 35 #4 https://www.education.vic.gov.au/languageonline/italian/sect35/pdfs/print04.pdf</p> <p>Language practice <i>lo arredo</i> in Languages Online 35 #10 https://www.education.vic.gov.au/languageonline/italian/sect35/no_10/no_10.htm</p> <p>Workbook</p> <p>Blog <i>il Superlativo</i> https://www.elisabettascarabelli.com/blog/superlative-in-italian/</p> <p>Reference Bilingual dictionary</p> <p>Game Face-off</p> <p>Reference Bilingual dictionary</p>

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				<p>for example, <i>cascina, giardino, città, fuori da, terrazzo, piccolo, villetta</i>. Ask students to focus on the meaning and pronunciation. As a class, match each person to the correct type of dwelling. Place students in groups of six and allocate a character for each student. Instruct students they will be role playing the dialogue. Remind them to use appropriate intonation or pitch for questions, exclamations or statements. Provide students with time to practise and refine their pronunciation and actions for the words and phrases. Record each group's role play to allow students to reflect and comment on all aspects of their performance.</p> <p>16. Provide access to Quizlet ripasso and instruct students to track their learning by noting completed tasks on a checklist.</p> <p>17. Prepare students for the Mappa – Dove è la tua casa? activity by opening a web mapping service and showing the map location of the school. Select a student to role play a conversation with the teacher. Ask the question <i>Dove abiti?</i> Locate the street name provided by the student, for example, <i>Abito in via South</i>, using the mapping service. Ask if they live near or far from school, for example, <i>Abiti vicino o lontano dalla scuola?</i> Ask the student to respond with <i>Abiti vicino alla scuola</i> or <i>Abito lontano dalla scuola</i>. Remind students to combine the preposition and article to say close to, <i>vicino alla</i>, or far from, <i>lontano dalla</i>. Ask students to take turns asking the question until everyone has provided a response to the question.</p> <p>18. Use the nursery rhyme In casa c'è ... to develop a modern-day rhyme about <i>I lavori di casa</i>, and all the chores that are undertaken by family members. Ask students to find the following items, for example, <i>i verbi-fare (la spesa/il letto), lavare (i piatti), preparare, cucinare, spolverare, spazzare</i>. As a class, discuss the meaning of these verbs.</p> <p>19. Inform students that they are to talk about the items in their bedroom Cosa c'è nella mia camera da letto?, using correct definite or indefinite articles, various feminine, masculine, singular and plural nouns, verbs, prepositions of place, conjunctions and possessive adjectives. Ask students to use home decor magazines to cut out 5–7 items they have in their bedroom and place these in a small zip-lock or paper bag. Instruct students to pull out one item at a time and describe it to the class. Model the task for the students, for example, <i>Nella mia stanza c'è un letto. C'è una sedia grande e comoda per giocare a video giochi. Ho due pesci rossi sulla mia scrivania. Ho anche un grande armadio bianco per le mie venti scarpe da ginnastica. Adoro la mia stanza da letto!</i> Provide students with feedback on their performance.</p> <p>20. Instruct students to read the text Dove lo metto? and focus on the following language: <i>dove metto, dove lo metto, dove la metto, dove va, mettilo/a, accanto a, dietro, c'è, ha ...</i>, as well as the various house items that are mentioned. Ask students to complete the activity by placing the object stated in the correct room and then in the correct location.</p> <p>21. Provide students with a house floor plan and advise students that they will be completing a listening task. Read aloud a description in Italian of the rooms of a house and ask students to label the diagram by drawing and writing the names of the rooms and some items in those rooms on their floor plan. Add extra instructions, such as <i>Metti due sedie nel salotto; C'è una bicicletta nel garage; Giorgio ha anche due gattini nella sua camera da letto</i>. Walk around the</p>	<p>Game Round robin</p> <p>Activity Casa o appartamento? Images of houses and apartments, role play and worksheet</p> <p>Recording device</p> <p>Reference Bilingual dictionary</p> <p>Application Quizlet ripasso https://quizlet.com/subject/type-of-houses-in-italian/ Teacher to choose one of the relevant flashcard activities and students track their learning on a checklist</p> <p>Interactive whiteboard</p> <p>Activity Mappa – Dove è la tua casa? using a web mapping service, such as Google® Maps</p> <p>Nursery rhyme In casa c'è ... https://www.filastrocche.it/contenuti/in-casa-ce/ Teacher to use the rhyme to develop a modern-day equivalent</p> <p>Activity Cosa c'è nella mia camera da letto? Description</p> <p>Reference Décor magazines</p> <p>Interactive whiteboard</p> <p>Language practice Dove lo metto? in Languages Online interactive task 35 #7 https://www.education.vic.gov.au/languagesonline/italian/sect35/no_07/no_07.htm</p> <p>Activity Listening task House floor plan</p> <p>Workbook</p> <p>Language practice activity Le mie stanze di casa</p>

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				<p>classroom and check students' work.</p> <p>22. Instruct students to write in their workbook <i>Le mie stanze di casa</i>, a list in English of all the rooms in their house, including the garage and garden. Ask them to write the Italian translation alongside the rooms. Inform students they will not have the use of a bilingual dictionary. Remind students to use the definite or indefinite articles and set a 5–10 minute time limit for students to complete the activity.</p> <p>23. Advise students that they will be presenting a model of their house and describing it to the class. Prepare the students for the <i>Descrivi la tua casa</i> speaking assessment task by first instructing them to construct a model or draw a picture of their house and to furnish it. Support students to write the description of the house with a checklist on the interactive whiteboard (the number of rooms and what they are, the location of some rooms and items). Once they are ready, ask students to present their model/drawing and description to the class.</p> <p>24. Arrange students in pairs and provide them with access to the worksheet <i>Arrediamo la casa</i>. Provide one pair with Worksheet A and the other pair with Worksheet B. The task is to listen to a partner's instructions, and to draw the correct items of furniture in the correct rooms in Picture 1. When both students have finished Picture 1, they compare their drawings with Picture 2 on their partner's worksheet. Remind students to use phrases such as <i>C'è ...</i>, <i>Ho ...</i>, and <i>Metti ...</i>. Check for understanding by asking questions such as <i>Quante stanze avete nella vostra villa?</i>; <i>Com'è la vostra camera da letto?</i>; <i>Avete un letto grande o grandissimo?</i>; <i>Qual'è la vostra stanza preferita e perché?</i>; <i>Dove si trova il giardino/la piscina?</i></p> <p>25. Ask students to pretend to be a famous imaginary person and write a short blog post, <i>Il mio blog</i>, about their house. Advise them to include the following information, for example, where they live, the type of house, what it looks like, the layout and items that can be found inside and outside the house. Brainstorm some sentence starters on the interactive whiteboard and ask students to copy these into their workbook.</p> <p>26. Read the instructions for the <i>Dov'è? Classroom treasure hunt</i> as a class. Ask each student to hide an object in the classroom before directing their partner to where the object is located using a sentence in Italian. Brainstorm sentences with the class and add extra options, such as calling a friend for help or using a bilingual dictionary to look up a word.</p> <p>27. Provide students with access to Languages Online interactive tasks in Section 35 to practise listening skills and reinforce vocabulary. Provide students with feedback on their responses.</p> <p>28. Conduct a survey with the class to find out students' responses to the question <i>Com'è la tua casa?</i> Ask students three questions in different order and write their answers on the whiteboard, for example, <i>Quante stanze hai nella tua casa?</i>; <i>Qual'è la tua stanza preferita?</i>; <i>Hai un giardino?</i> Tally the answers at the end of the survey and ask students for the total by asking them <i>Chi ha il numero più grande di stanze?</i>; <i>Qual è la stanza più preferita?</i> and <i>Quanti studenti hanno un giardino?</i></p> <p>Assessment</p>	<p>Assessment <i>Descrivi la tua casa</i> Construct a model or draw a picture of their house and furnish it</p> <p>Reference Bilingual dictionary</p> <p>Activity <i>Arrediamo la casa</i> worksheet in Languages Online worksheet 35 #5 https://www.education.vic.gov.au/languagesonline/italian/sect35/pdfs/print05.pdf</p> <p>Activity <i>Il mio blog</i></p> <p>Workbook</p> <p>Activity <i>Dov'è? Classroom treasure hunt</i> in Languages Online 35 #8 https://www.education.vic.gov.au/languagesonline/italian/sect35/pdfs/print08.pdf</p> <p>Reference Bilingual dictionary</p> <p>Language practice Languages Online Section 35 https://www.education.vic.gov.au/languagesonline/italian/sect35/index.htm</p> <p>Survey <i>Com'è la tua casa?</i></p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in language practice tasks and games ▪ demonstrate or explain grammar points, sentence structures or vocabulary knowledge related to housing ▪ talk about their home and describe their bedroom in detail ▪ formulate questions to find out specific information. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Descrivi la tua casa</i> Oral presentation of a house description to the class. 	

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>Descriviamo il nostro quartiere</p> <p>Students exchange information about their neighbourhood and local community surroundings.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • acquire and use new vocabulary related to a neighbourhood • write a brief description of their neighbourhood and surroundings • acquire and use new vocabulary to talk about imaginary neighbours, family, house and locations • use a range of grammatical items to exchange ideas 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing <i>adjective–noun</i> agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using <i>suffix -issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using possessive adjectives with <i>noi, voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> • using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere</i>, 	<ol style="list-style-type: none"> 1. Explain to students that the term goal is to gain an understanding of neighbourhood and local community in Australia and Italy. Encourage students to talk about a typical neighbourhood in Australia and in Italy. Drawing on students' previous learning and discussions ask questions, such as What would be in a typical Italian neighbourhood? How does this compare to a neighbourhood in Australia? What activities would occur in both neighbourhoods? Why do you think this may be? Discuss the types of people who would utilise these places, for example, different nationalities, elderly and the young. 2. Assist students in creating a word list on the interactive whiteboard for the Places in my neighbourhood, including previously taught vocabulary and places of interest to students. Support students by providing the pronunciation of new places and have students repeat the words. 3. Model pronunciation for new vocabulary using flashcards for Places in my neighbourhood, with the image on the front and Italian phrase on the back. Play a variety of games with the flashcards to practise the new vocabulary until students can recall them. 4. Divide students into teams and teach them the rules for the Pronunciation game. One student from each team challenges the others. The first person to correctly say the word for the place shown wins a point for their team. The team with the most points wins. 5. Assign students to groups as follows for Language Practice – Group Rotations in order to practise the vocabulary that has been presented so far: <ul style="list-style-type: none"> Group A – works individually to complete Quizlet activities Group B – works individually to complete activities, such as Match the Italian to its English equivalent and conduct a Word search Group C – plays card games, such as Memory, Go fish and Snap Group D – works in pairs and, in turns, use flashcards to play the game Gioco di memoria. 6. Instruct students to write a description of their neighbourhood Il mio quartiere, mostly in English, but using Italian vocabulary as much as possible. Provide them with the use of a bilingual dictionary to find unfamiliar words and write those in a different colour. Once they have written their description, invite two volunteers to write the English words students call out on the butcher's paper at the front of the class. Ask students to take turns to call out a word they were not able to write or translate in Italian. As a class, ask students to use a bilingual dictionary to translate any words listed on the butcher's paper. Help the class to translate any remaining words. Instruct students to complete their original sentences in Italian and to write the words they called out in another colour. Instruct students to rewrite their description Il mio quartiere entirely in Italian using their corrected draft copy. Walk around the classroom and check writing. Encourage students to read their description to the person next to them and vice versa, then swap partners, and read it to each other again. 7. Play the audiovisual clip Gli aggettivi possessivi once through. Ask students to name all the possessive adjectives in English and give sentence examples for 	<p>Resource Word list, to add vocabulary learnt throughout the term</p> <p>Flashcards Places in the neighbourhood</p> <p>Game Pronunciation</p> <p>Language Practice – Group Rotations:</p> <p>Application Quizlet https://quizlet.com/84273006/communityneighborhood-italian-vocabulary-flash-cards/</p> <p>Activity sheet Match the Italian and Word search</p> <p>Games Memory, Go fish and Snap</p> <p>Game Gioco di memoria using flashcards related to types of dwellings and furniture</p> <p>Activity Il mio quartiere</p> <p>Reference Bilingual dictionary</p> <p>Butcher's paper, coloured pens</p> <p>Chart Possessive adjectives https://www.youtube.com/watch?v=PJx6YQ9ICVg</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p><i>essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i></p> <ul style="list-style-type: none"> developing number knowledge 0–100 <p>Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p>each. Replay the clip, pausing at each possessive adjective and asking students to write a sentence in Italian (statement or question, positive or using a negation). Ask students to distinguish the difference between the third person singular forms and when to use them. Walk around the classroom and check the sentences the students have written. Provide students with access to the online language practice activity Possessive adjectives and ask them to check their answers once they have completed each exercise.</p> <p>8. Ask students to call out the types of shops and places that are located in and around their neighbourhood and local community, such as school, park, pharmacy, dentist, doctor, train station, ice cream shop, bookshop, butcher, bakery, florist, gym, hairdresser. Write the title <i>Il nostro quartiere</i> and display the list of shops and places on the interactive whiteboard. Instruct students to draw a table with two columns in their workbook, and to label one column <i>Inglese</i> and the other <i>Italiano</i>. Once the list is complete, provide access to a bilingual print or electronic dictionary to rewrite the list of shops and places in Italian. Provide students with a couple of examples to translate, such as the shop/the shops and the park/the parks. Ask if they notice anything different about changing nouns and adjectives from singular to plural.</p> <p>9. Instruct students to write a paragraph to describe where they live, <i>Dove abito</i>. Revise with students prepositions of place, such as <i>lontano da, vicino a, accanto a</i>, and the verb conjugations <i>c'è, ci sono, ho, hai, abbiamo, avete</i> and <i>hanno</i>. Also, review the sentence starters they will need as well as some questions to ask, for example, <i>(Noi) abitiamo vicinissimo al parco ma lontano dalla farmacia. C'è un parco accanto a casa nostra. Ci sono tanti negozi, due supermercati, un panificio, una pizzeria, una gelateria e la stazione ferroviaria vicino alla nostra villa. Mi piace mangiare alla pizzeria con i miei amici il venerdì per la cena. Lo skatepark è vicino o lontano da casa vostra? Avete una palestra nel vostro quartiere?</i></p> <p>10. Model a detailed description of an imaginary neighbour and their neighbourhood on the interactive whiteboard. Instruct students to translate the description <i>Il mio vicino Alberto</i> into English with the use of a bilingual dictionary if required. Allow 30 minutes to complete the activity. Collect the translations and, as a class, translate the description, sentence by sentence, on the interactive whiteboard.</p> <p>11. Provide students with Valentino's description of his neighbours <i>I miei vicini</i> and instruct students to translate the description from English to Italian. Provide students access to a bilingual dictionary, if required.</p> <div data-bbox="1525 1465 1822 1549" style="border: 1px solid black; padding: 5px; width: fit-content;"> <p><i>Ciao! Mi chiamo Valentino e abito a</i></p> </div> <p>12. Provide each student with a set of images to present their neighbours to the class <i>Vi presento i miei vicini</i>, such as an image of a family (their neighbours), a map with the location of the house, illustrations of the house and the neighbourhood. Instruct students to write, in dot points, and then in five full sentences, all they can say about the stimulus items. Advise students that they can use a bilingual dictionary and the notes in their workbook to prepare for the assessment.</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 language practice tasks demonstrate or explain grammar points, sentence structures or vocabulary knowledge, related to the topic of creating a new city 	<p>Language practice Possessive adjectives https://italian.tolearnfree.com/free-italian-lessons/free-italian-exercise-23003.php</p> <p>Reference Bilingual print or electronic dictionary</p> <p>Interactive whiteboard</p> <p>Workbook</p> <p>Activity <i>Il nostro quartiere</i> Complete a table listing shops and places in the community</p> <p>Activity <i>Dove abito</i> Write a description of where you live</p> <p>Assessment preparation Translate into English the description <i>Il mio vicino Alberto</i></p> <p>Reference Bilingual dictionary</p> <p>Assessment Translate into English the description <i>I miei vicini</i></p> <p>Reference Bilingual dictionary</p> <p>Assessment Oral presentation <i>Vi presento i miei vicini</i> using stimulus items: an image of a family (neighbours), a map with the location of the house, illustrations of the house and the neighbourhood</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ locate a range of information from various spoken and written texts ▪ formulate questions and provide answers ▪ recognise and produce a variety of vocabulary related to the topic neighbourhood ▪ write a brief description of their neighbourhood and surroundings ▪ acquire and use new vocabulary to talk about imaginary neighbours, family, house and locations. <ul style="list-style-type: none"> • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Mio vicino Alberto</i> Translating a description into English in a conversation, or conducting a transaction with the teacher ▪ <i>I miei vicini</i> Translating a description into English ▪ <i>Vi presento i miei vicini</i> Using a set of stimulus items to present a neighbour to the class. 	Reference Bilingual dictionary
4–10	<p>Visitiamo l'Italia Students exchange information about what they see and do on their virtual trip around Italy.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • view and experience aspects of various Italian cities and comment on these in Italian • formulate questions, ask for help and make statements in Italian as a tourist • acquire and use vocabulary relating to buildings, places and landmarks in an Italian city • explain how to change nouns from singular to plural • ask and answer questions about how to get around in Italy 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato</i></p>	<p>Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è? Pronto, chi parla? Dove andiamo stasera? Con chi..?; Cosa c'è da fare</i> 	<ol style="list-style-type: none"> 1. Introduce the focus Visitiamo l'Italia by asking students whether they have been, or know of anyone who has been, to Italy and, if so, to which location. Select the most visited place, for example, Milan and display the map on the interactive whiteboard. Project map view, followed by satellite view, and then click on person view and on different icons, such as <i>Basilica, Piazza, Palazzo, Museo, Galleria Vittorio Emanuele II, Duomo di Milano</i>, restaurants, bakery, pharmacy and the train station, etc. to enable students to view the city at street level and experience the feeling of being a part of the Italian scene. Call out the name for each building and monument and instruct students to repeat them. Model sentences to make comment on sights or buildings, for example, <i>Il Palazzo Broggi è molto grande e vecchio</i>. Ask students for the differences between using <i>molto grande/grandissimo</i> and how they would change this to the plural form, for example, <i>I palazzi Broggi e Reale sono molto grandi/grandissimi</i>. Re-iterate that the suffix <i>-issimo/a</i> replaces <i>molto</i> to emphasise something more. Ask students what they notice about the street signs in Milan and what may be the meaning of <i>Via</i> and <i>Viale</i>, and of <i>Piazza</i>. 2. Instruct students to write a description in Italian about a specific item or location on the map of interest to them, paying particular attention to the use of adjective and noun agreements., for example, <i>Mi piace la Galleria Vittorio Emanuele II perché è grandissima, bellissima e ha molti negozi</i>. Ask each student to read aloud their sentence. 3. Display the presentation Dove vivi? and complete Task 1 as a class, matching the English adjectives to the correct Italian meaning, to review the language structures learnt this term. For Task 2, cover the left-hand side of the screen and ask students to write the phrases in Italian in their workbook. Select students to call out their translations before uncovering the Italian phrases on the screen. 4. Advise students that the class has just arrived in Italy and, as tourists, they must ask questions to find out the location of certain places. Instruct students to brainstorm and formulate questions in pairs that tourists would find useful, Domande che i turisti chiedono. Write the answers that the students provide on the interactive whiteboard and, as a class, develop some possible responses. Instruct students to write four or more phrases, including a question, two statements and a request for help, for example, <i>Mi scusi ma non capisco l'italiano! Lei parla l'inglese?/Voi parlate l'inglese?, Ho bisogno d'aiuto per favore.</i> 	<p>Reference Google Maps – Brera, Milano https://www.google.com.au/maps/@45.4650839,9.193706,16z</p> <p>Activity Dove vivi? presentation Tasks 1 and 2 https://www.tes.com/teaching-resource/types-of-houses-in-italian-6395313</p> <p>Workbook</p> <p>Activity Domande che i turisti chiedono using, for example, questions tourists might ask, such as 'Can you help me, please?' 'Where is</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> continue to recognise that direct translations from one language to the other is not always possible compare the various road and safety signage used in Italy and Australia understand, follow and give directions from one place to another 	<p><i>calpestare l'erba!</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use</p>	<p><i>a Perth?</i></p> <ul style="list-style-type: none"> using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> <p>Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p><i>Non ho capito!</i></p> <ol style="list-style-type: none"> Hand out an aerial-view copy of an Italian city map and ask students to call out names of buildings and places they recognise in English and label these on the La mappa di una città italiana worksheet. Use this activity as an opportunity to locate, discuss and view pictures of famous fountains, statues, churches, squares, ruins, parks, etc. in the city. Call on individual students to locate and name the different landmarks they see on the map. Instruct students to write the Italian words for each labelled item using a bilingual dictionary for any unfamiliar words. Play a game with students using a set of flashcards of places around the city. In Round 1 instruct students to repeat after the teacher the word for the building or place on the flashcard, for example, <i>piazza, chiesa, fontana, ristorante, palazzo, giardini, galleria d'arte, appartamento, stazione ferroviaria, edificio/edifice, ufficio, ufficio postale (la posta), banca, museo</i>. In Round 2 instruct students to call out the Italian word for each flashcard held up. In Round 3 instruct students to use their show me boards to write the Italian word when the flashcard with English place names is held up, and the English word when the flashcard with the Italian places name is held up. Remind students to add a definite or indefinite article before the noun. In Round 4 instruct students to change the Italian or English word shown from singular to plural, remembering any irregular noun endings. Discuss with the class what information to look for when they are researching a city that they have never been to before. Ask students to call out possible categories for their city poster, for example, city facts and history, types of buildings and famous landmarks, food, fun/interesting facts and the top 10 things to do when you visit. Provide students with access to poster paper, print and online resources to research their nominated Italian city. Instruct students to use the Research an Italian city checklist to locate information and write a few sentences or a short paragraph for each category in Italian, for example, <i>Napoli è vicino al mare e a Pompei ma lontano da Venezia; Ci sono molti appartamenti ma non molte case; I cittadini amano mangiare la bresaola, non ho mai mangiato la bresaola.</i> Model for students how to present La mia città italiana research poster to the class, for example, <i>Buongiorno e benvenuti alla mia città italiana, Napoli! Napoli e al sud vicino al mare e a Pompei ma lontano da Venezia ...</i> Call on students to present their research poster to the class. Discuss, as a class, what students think is similar or different about i mezzi di trasporto in Italy compared to Australia, for example, driving on different sides of the road; in <i>Venezia</i> people use gondolas and boats to get around; there are more people who ride scooters in Italy than in Australia; using buses, cars, trains to get around is the same as in Australia. Show the audiovisual clip, Trip to Italy.13 days - 15 cities and ask students to pay attention to modes of transport, famous landmarks, scenery, size of streets, etc. while watching. Organise a Sondaggio della classe with students. Arrange students in pairs or groups of three, and provide them with the Sondaggio worksheet. Each member of the group must ask 6–8 classmates the question and record the answers in Italian in the Risposte table. Remind students to use full sentences when answering. Ask each group to pool their answers and work out the most common type of transport given for this question. Ask each group to present their 	<p>the nearest ATM/supermarket?' 'Are the shops close or far from here?' 'At what time do the shops close?' 'Is there a hotel close by?' 'Where are the toilets, please?'</p> <p>Interactive whiteboard</p> <p>Reference Map of an Italian city</p> <p>Activity worksheet La mappa di una città italiana</p> <p>List of buildings and places examples to be labelled: apartments, museum, office building, park, statue, water fountain, church, train station, art gallery, city centre, shopping centre, florist, hotel, restaurant, etc.</p> <p>Map URL to locate churches, museums, squares, palaces, fountains, etc.</p> <p>https://www.google.com.au/maps/place/Trevi+Fountain/@41.9009325,12.483313,15z/data=!4m5!3m4!1s0x0:0xf676f1e1cc02bbb6!8m2!3d41.9009325!4d12.483313</p> <p>Reference Bilingual dictionary</p> <p>Flashcards of buildings and places around the city – English and Italian</p> <p>Resource Mini whiteboards</p> <p>Activity Research an Italian city</p> <p>Poster paper, Italian map template, print and online resources</p> <p>Reference Research an Italian city checklist – heading (name of city/town); subheadings (city facts, types of buildings and famous landmarks, food, fun/interesting facts); include 3 images and the map of Italy showing the location of the city; historical facts; local food specialties; top 10 things to do</p> <p>Presentation La mia città italiana</p> <p>Audiovisual text Trip to Italy.13 days - 15 cities</p> <p>https://www.youtube.com/watch?v=</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>question and the most common answer to the rest of the class. Ask students to listen to each finding and record all the answers in the Risultati per la classe table.</p> <p>12. Provide students with the worksheet Sempre in giro. Instruct students to highlight modes of transport in green, nouns (but not transport items) in blue, verbs in red and to underline in black any unfamiliar words. Call on individual students to read the modes of transport they highlighted and check for understanding. Ask another student to call out the nouns, etc. until all categories have been identified. Instruct students to read Luca's description of the different modes of transport he uses in Genova and draw a line to match each mode of transport with the person or destination Luca mentions.</p> <p>13. Ask students what types of road and safety signs they have seen around their neighbourhood and explain their meanings. Instruct students to view the posters with various signs in Italy and Australia and, in pairs, write or draw similarities and differences on the Venn diagram.</p> <p>14. Provide students with access to print and online resources to research signs which are unusual or difficult to translate directly from one language to another, for example, <i>E vietato calpestare l'erba/le aiuole/i siti erbosi/il prato</i>. Show students the audiovisual text LUNGOLAGO NUOVO, È VIETATO CALPESTARE L'ERBA and ask them to read and translate the text as a class.</p> <p>15. Introduce students to the regular infinitive <i>-are</i> verb, for example, <i>tornare, girare, svoltare</i> and revise <i>prendere</i>. Ask students to write the infinitive form of the verbs and their meaning and to conjugate these in Italian in the present tense using all the subject pronouns, for example <i>io vado</i> – I go. Show students a set of directions flashcards and instruct them to repeat each word as the flashcard is revealed. Ask students to write and translate the following sentences in their workbook, for example, Take the first right; Take the second left turn; He lives around the corner from me; They live next to the roundabout, behind the supermarket; He turned to the left instead of the right; Don't turn right! Go straight, turn right at the roundabout, and then turn left after my house. Introduce the phrase ... <i>a breve distanza da</i> ... and ask students to write a sentence using those words.</p> <p>16. Arrange students in groups of four to brainstorm and, in turn, call out what new vocabulary can be added to the Anno 5 – I nostri obiettivi checklist. Write these on the whiteboard for students to copy into their checklist. Instruct students to choose three words from the whiteboard and use them to write three sentences, such as a statement, a question and a statement of negation in Italian. Ask students to choose the sentence they thought was the most difficult to write and, in turn, select a few and discuss any corrections as a class.</p> <p>17. Provide students with the assesment task Dove abiti? and administer each part.</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"> ▪ acquire and use vocabulary relating to buildings, places and landmarks in an Italian city ▪ formulate questions, ask for help and make statements in Italian as a tourist ▪ ask and answer questions about how to get around in Italy 	<p>5LxuvEchge4</p> <p>Activity Sondaggio della classe worksheet https://www.education.vic.gov.au/languageonline/italian/sect32/pdfs/print6.pdf</p> <p>Activity Sempre in giro worksheet https://www.education.vic.gov.au/languageonline/italian/sect32/pdfs/print3.pdf</p> <p>Interactive whiteboard</p> <p>Reference Bilingual dictionaries</p> <p>Interactive whiteboard</p> <p>Activity Signs Road and safety signage posters in Italy and Australia</p> <p>Template Venn diagram</p> <p>Audiovisual text LUNGOLAGO NUOVO, È VIETATO CALPESTARE L'ERBA https://www.youtube.com/watch?v=KstjX3eZHQs</p> <p>Flashcards for directions – right/to the right (<i>a destra</i>), left/to the left (<i>a sinistra</i>), straight ahead (<i>sempre dritto</i>), at the roundabout (<i>alla rotonda</i>), around the corner (<i>dietro l'angolo</i>), behind (<i>a dietro</i>), next to, (<i>accanto a</i>)</p> <p>Interactive whiteboard</p> <p>Checklist Anno 5 – I nostri obiettivi</p> <p>Workbook</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ understand, follow and give directions from one place to another ▪ compare the various road and safety signage used in Italy and Australia ▪ explain grammar points, sentence structures or vocabulary knowledge ▪ participate in language practice tasks and games <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ <i>Dove abiti? (Where do you live?)</i> Part A – writing, drawing and labelling a floor plan Part B – reading for information from a text to show the similarities and differences between two homes in a Venn diagram Part C – writing a descriptive paragraph about their home. 	<p>Assessment task <i>Dove abiti? (Where do you live?)</i>, available on the School Curriculum and Standards Authority website</p>

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>Luoghi dove andiamo e cose che facciamo</p> <p>Students exchange information about the places they go and the things they do during the week and on the weekend.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> recognise and use past vocabulary and sentence structures and add more detail with new learning revise and acquire new question marker vocabulary to formulate and ask a variety of questions relevant to their daily life compare favourite local Australian dishes to the foods eaten in Italy, and consider the use of borrowed words for foods in both countries continue to build a repertoire of vocabulary relating to food, including the correct use of definite articles and the ability to ask and answer questions relating to buying, eating and food 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è...; La scuola vicina a casa mia è...</i> using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> formulating questions and requests, for example, <i>Dove abiti? Che ora è? Pronto, chi parla? Dove andiamo stasera? Con chi..?; Cosa c'è da fare a Perth?</i> using possessive adjectives with <i>noi, voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto</i> using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema; Corro velocemente</i> using singular forms of the present 	<ol style="list-style-type: none"> Begin the term with the game Barrier – Dov'è ...? to revise giving instructions on how to get from one location to another. Arrange students in pairs and inform them that the task is to listen to their partner's instructions and draw the correct path from location A to location B on their map. Provide one student with Map 1. Provide the other student with Map 2, which is the same as Map 1, but has the directions for getting from location A (a house) to location B (a school, train station or other location) highlighted. Instruct the student with Map 2 to write in Italian the instructions they will give the student with Map 1 in order for them to follow the directions from location A to location B. When both students have completed the task, ask that they compare the drawing on Map 1 with the directions on Map 2 to check if they followed the directions correctly. Provide each student with a treasure hunt card for the Andiamo a caccia al tesoro activity. Instruct students to follow the directions on their treasure hunt card to locate their treasure. Inform students that, once they have found their treasure, they will need to write the answer to the question on their treasure card in Italian and show the teacher. Advise students who are not able to understand the instructions that they can ask the teacher to translate a total of three words in Italian, for example, <i>Mi scusi Signor/Signora, come si dice 'dietro a' in inglese?; Non capisco 'i fiori'...</i> Ask students to write in their workbook the question <i>Dove abiti?</i> and to write all the information they recall to answer the question. Do a Round robin style call-out until each student has said their answer. Instruct students to add to their written answer more detailed information, using a different coloured pen. Check student writing and, if more information is required, instruct students to use another coloured pen and add the information the teacher has requested, for example, the type of building, whether it is far from or at a short distance from their home. Once students have been provided with adequate time and ideas have been exhausted, model a first and edited version on the interactive whiteboard, such as: <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p style="text-align: center;"><i>Abito a Sorrento. Abito in una villa</i></p> </div> Instruct students to look at and read each question marker on Le parole chiave delle domande poster and write a question in Italian for each one that they would use or find useful in their daily life. Arrange students into groups of four and allocate a question marker to each group. Instruct students that each one of them must develop a question using their question marker. Ask students to check each other's questions. Inform students that when their group is called upon, one student must stand up and read aloud their question. Remind students to listen out for the group name, as groups will be called at random until every student has had a turn. Instruct students to form two lines ready to play the game Flashcard face-off using the topic question markers. In Round 1 students at the front of the line give the correct Italian translation for each question marker. In Round 2 students formulate a question in Italian using the question marker shown on the flashcard. In Round 3 students take turns asking and answering questions using the question marker shown on the flashcard. The student at the front of the line who can formulate a question first, asks the opposing student at the front of the line. 	<p>Game Barrier – Dov'è ...? Map 1 is of a local community, including street names, roundabouts, buildings, a house labelled Location A and another building labelled Location B, etc. Map 2 is identical to Map 1, and includes a path from location A to location B.</p> <p>Workbook</p> <p>Activity Andiamo a caccia al tesoro Caccia al tesoro cards include directions to find the treasure and a question from any topic learnt or revised this year. A treasure item for each student labelled with their name is also required</p> <p>Activity Round robin call-out</p> <p>Workbook</p> <p>Interactive whiteboard</p> <p>Poster le parole chiave delle domande http://www.aiutodislessia.net/wordpress/wp-content/uploads/2015/04/LE-PAROLE-DELLE-DOMANDE.png</p> <p>Activity Write a question in Italian for a series of question markers</p>

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	<p>preferences</p> <ul style="list-style-type: none"> acquire and continue to develop skills to use numbers up to 100 and more translate an email text from English to Italian using correct spelling and learnt grammatical structures 		<p>tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i></p> <ul style="list-style-type: none"> recognising Italian currency developing number knowledge 0–100 <p>Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p>	<p>The other student has to answer the question correctly. For each round call out, <i>Sì, è giusto/corretto!</i> if the question and answer are correct, or <i>No! Non è giusto, prova ancora!</i> if a mistake has been made. If the answer is incorrect, the student has to go to an expert student at the back of the line and fix their answer before lining back up again. Instruct experts to swap places during the rounds.</p> <ol style="list-style-type: none"> Revise and introduce vocabulary relating to <i>Luoghi dove andiamo e cose che facciamo</i>; places located in and around suburbs which people frequent on a daily or weekly basis. Ask students to brainstorm places they, their family, friends or neighbours go to during the week or weekend. Ask students to take turns to call out their responses in English and add these places to a table <i>I luoghi</i> displayed on the interactive whiteboard. Instruct students to use a bilingual dictionary and call out the Italian translation for the teacher to type into the table. Ask students to transfer any new vocabulary including the question markers onto their vocabulary chart. Instruct students to create a storyboard that tells of a student who is interested in finding out about their new neighbour (an adult). Ask students to use a minimum of five question markers that will provide information about the other character and the local area, for example: <div data-bbox="1519 863 1816 1014" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Luca: <i>Buongiorno Signora! Mi chiamo Luca e sono il Suo vicino. Piacere</i> (They</p> </div> <p>Remind students about using the formal and informal register. Provide support and clarification where needed. Once the storyboard has been checked, ask students to pair up and perform a role play using the information in each other's storyboard. Remind students that they can add extra information or expressions to the role play.</p> Ask students to write the heading <i>Qual'è il tuo cibo preferito?</i> and draw a Venn diagram in their workbook. Instruct students to label the left circle with the phrase <i>I cibi italiani</i> and right circle with <i>I cibi australiani</i>. Ask that they label the middle section with the phrase <i>Lo stesso</i>. Instruct students to come up and add one item to the Venn diagram displayed on the screen of the interactive whiteboard until everyone has had a turn. Add a variety of foods for each circle to engage student discussion, for example, <i>yoghurt, peperoni formaggio, bistecca</i>. Ask students to check if items have been written in the correct circles and discuss similarities such as <i>pizza, pasta, spaghetti, lasagne</i> and <i>gelato</i>. Ask students to focus on pronunciation, double consonants, the use of borrowed words, such as <i>yoghurt</i>, and the false friends. Play the audiovisual clip <i>Peperoni or Pepperoni?</i> for students. Instruct students to watch the video and ask them to write what they have understood about the difference between the two food items in their workbook notes. Provide support and clarification where needed. Teach students the rules to play the game <i>Cosa ti piace mangiare? Gioco con il dado</i>. Instruct one student to make the die and the other to cut out the cards for the game. Scan a copy of the card games and write the Italian nouns without the definite article below each picture, to display on the whiteboard for student reference during the game. Before the game: <ul style="list-style-type: none"> ask students to take turns and go up to the whiteboard to write the correct definite article before each noun (there are 25 pictures). Instruct students to call out <i>Giusto</i> or <i>Prova ancora</i> once the article has been written, for example, <i>il pane, la frutta, le verdure, la carne, il pollo, il pesce, gli spaghetti, il riso, il</i> 	<p>Game Flashcard face-off Flashcards with question markers and expert students</p> <p>Activity <i>Luoghi dove andiamo e cose che facciamo</i> Table <i>I luoghi</i> with two columns: <i>la parola italiana/la parola inglese</i>. Examples of places people frequent: shopping centre, shops, cinema, restaurant, beach, bakery, supermarket, deli (delicatessen), butcher, café, ice cream shop, pizza place, oval, park, school, workplace, home etc.</p> <p>Interactive whiteboard</p> <p>Reference Bilingual dictionary Reference Vocabulary chart Storyboard activity https://www.storyboardthat.com/</p> <p>Activity Role play</p> <p>Template Venn Diagram</p> <p>Workbook</p>

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				<p><i>formaggio, l'uovo, l'insalata, la minestra, il panino, il salame, il cornetto, la pizza, il gelato, la torta, le patatine, l'acqua, il latte, il succo, il caffè, il vino, lo yogurt.</i> Instruct students to ask a friend for help if they make a mistake. Remind students about the double consonant pronunciation.</p> <ul style="list-style-type: none"> ask students to read the questions and ask what subject pronoun and verb ending is being used, for example, <i>mangi, compri, ti piace, vai</i>. Ask students how they can tell it's the second singular person. Instruct students to read the answers and focus on the meaning of <i>devo comprare</i> and <i>vado a comprare</i> (the use and combination of conjugated form of the verb in the present tense and the infinitive form to indicate immediate future). <p>To play the game:</p> <ul style="list-style-type: none"> instruct students to take turns to roll the die. Allow enough time for each student to ask and answer all six questions on the die. Remind students to be creative and include likes, dislike, preferences and reasons where possible. <p>11. Begin the lesson holding up, or pointing to, various items and asking the questions <i>Quanto costa la matita?, Quanto costa questo libro?, Quanto costa la tua giacca?, Quanto costa il tuo astuccio?, Quanto costa il mio orologio?, Quanto costa una pizza?</i> Provide the answers to the questions, for example, <i>La matita costa un euro; Questo libro costa dodici euro e cinquanta centesimi</i> and check whether students can guess the meaning of the questions and answers they hear. Focus on the correct pronunciation for the word <i>euro</i> and the blended sound <i>ce</i> in <i>centesimi</i>. Ask the questions <i>Quanto costano le tue scarpe nere; Quanto costano questi due quaderni</i> and <i>Quanto costano due pizze?</i> Ask students whether they can hear the difference between the singular and plural use of the verb <i>costare</i>. As a class, discuss that the currency in Italy is the euro dollar and cents, and in Australia is the Australian dollar and cents. Display some images of the different Italian euros and Australian dollars. Instruct students to complete the interactive activities Revisione dei numeri starting with number 1–100 in various contexts. Play Barrier using the Quanto costa? worksheet.</p> <p>12. Play the audiovisual clip of the Italian game show Paroliamo e contiamo game show, the Italian version of the Letters and numbers game show (start the clip at 9 minutes 30 seconds). Ask students to look out for the following in the clip: saying numbers in hundreds up to 1000; the meaning and use of the singular and plural form of the question <i>Quanto costa?</i>; and the pronunciation of the noun <i>euro</i>. Introduce the vocabulary for all sums: plus (<i>più</i>), minus (<i>meno</i>), times (<i>per</i>), divided by (<i>diviso per</i>), and equals/is/makes (<i>fa</i>). Replay the audiovisual clip and instruct students to listen out for familiar language. Pause the clip in order for students to attempt the sum, using a calculator if required. Select students to call out their sums in Italian, for example, <i>Nove più uno fa dieci. Dieci per settantacinque fa settecentocinquanta. Settecentocinquanta più cinquanta fa ottocento. Ottocento meno tre fa settecentonovantasette.</i></p> <p>13. Ask students to explain how knowing their numbers and calculating simple sums is relevant to their daily life. As a class, discuss how often we use our number knowledge, for example, asking how much something costs, maths lessons, adding up prices at the shops or at a restaurant, asking and answering questions about the time, phone numbers, address, birthdates, age, height, distance in kilometres, how much something weighs, asking the price of fuel, etc. Instruct pairs of students to write the script for their own short video using mostly English</p>	<p>Interactive whiteboard</p> <p>Audiovisual clip Peperoni or Pepperoni? http://crazyitalians.com/peperoni-or-pepperoni/</p> <p>Workbook</p> <p>Gioco con il dado in Languages Online 34#4 https://www.education.vic.gov.au/lan guagesonline/italian/sect34/index.htm (One copy per pair of students)</p> <p>Print and scan the first page with the cards and write the Italian nouns below each picture without the definite article</p> <p>Reference Images of Italian euro notes and coins https://www.explore-italian-culture.com/images/euro-coins.jpg and https://sites.google.com/a/richland2.org/italy4u/general-info</p> <p>Electronic devices</p> <p>Language practice Revisione dei numeri in Languages Online interactive #25 https://www.education.vic.gov.au/lan guagesonline/italian/sect25/index.htm</p> <p>Game Barrier using Quanto costa? worksheet in Languages Online 3 #6 https://www.education.vic.gov.au/lan guagesonline/italian/sect33/index.htm</p>

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				<p>instructions and providing examples in Italian of situations when numbers and Italian currency are used, for example, taking part in a transaction at a shop, being a contestant on a game show, providing someone with their personal details (age, address, phone number, etc).</p> <p>14. Inform students that Michael has written an email to his friend Marco but needs help to write it in Italian. Instruct students to read Michael’s email and translate the English text Hi Marco!/Ciao Marco! into Italian.</p> <table border="1"> <tr> <td>Hi</td> <td><i>Ciao</i></td> </tr> <tr> <td>Marco!</td> <td><i>Marco!</i></td> </tr> <tr> <td>My</td> <td><i>Mi</i></td> </tr> <tr> <td>name is</td> <td><i>chiamo</i></td> </tr> <tr> <td>Michael</td> <td><i>Michael</i></td> </tr> <tr> <td>and I</td> <td><i>abitano</i></td> </tr> </table> <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 past vocabulary and sentence structures, and add more detail with new learning revise and acquire new question marker vocabulary to formulate and ask a variety of questions relevant to their daily life continue to build a repertoire of vocabulary relating to food, including the correct use of definite articles and the ability to ask and answer questions relating to buying, eating and food preferences acquire and continue to develop skills to use numbers up to 100 and more to ask and answers questions about prices and play a mathematical game show using various sums in Italian. Formal assessment using the following activity: <ul style="list-style-type: none"> <i>Ciao Marco!</i> Rewriting in Italian an email from Michael. 	Hi	<i>Ciao</i>	Marco!	<i>Marco!</i>	My	<i>Mi</i>	name is	<i>chiamo</i>	Michael	<i>Michael</i>	and I	<i>abitano</i>	<p>Audiovisual text Parliamo e contiamo game show https://www.youtube.com/watch?v=Y7TYPVvdivg</p> <p>Activity Write the script</p> <p>Reference Bilingual dictionary</p> <p>Assessment activity Hi Marco!/Ciao Marco!</p>
Hi	<i>Ciao</i>																
Marco!	<i>Marco!</i>																
My	<i>Mi</i>																
name is	<i>chiamo</i>																
Michael	<i>Michael</i>																
and I	<i>abitano</i>																
6–10	Usciamo insieme! Students exchange plans and participate in various outings and transactions.	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community,	Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello</i> ; <i>la piazza</i> ; <i>il freddo</i> and <i>z</i> and <i>t</i> sounds	<p>1. Assign students to groups for Language Practice – Group Rotations, to practise the vocabulary that has been presented so far as follows:</p> <p>Group A – works individually to complete Quizlet activities</p> <p>Group B – works in pairs to play a game of Snap with various partners, then, in their workbook, they write a sentence in Italian for each day of the week</p>	<p>Language Practice – Group Rotations:</p> <p>Electronic device</p> <p>Application Quizlet https://quizlet.com/30645210/italian-telling-time-flash-cards/</p>												

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	<p>Learning objectives:</p> <ul style="list-style-type: none"> recycle and extend sentences referring to going places at specific times of the day recognise and use the present tense to indicate immediate future situations gain an appreciation for the Italian lifestyle and culture of going to the markets compared to students own lifestyle and weekly outings acquire new language to ask for various food items, local dishes or quantities of items at the markets or a restaurant view and recognise the variety of products sold at different markets around Italy and how to ask for a certain amount in kilos or in number formulate questions to find out about an outing and provide answers understand the different order of meal courses which are typical in Italy and begin 	<p>for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p> <p>Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, <i>Vietato entrare!; È Vietato calpestare l'erba!</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use</p>	<p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as primo; secondo; la prima classe (*content from Year 4 syllabus) recognising and using the names for the days of the week (*content from Year 4 syllabus) using both regular and irregular plural nouns, for example, un negozio, due negozi noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> using suffix -issimo with adjectives instead of molto, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi...?; Cosa c'è da fare a Perth?</i> using possessive adjectives with <i>noi, voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto</i> using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema; Corro velocemente</i> 	<p>describing what they (or others) have done, what they are doing, and what they will do</p> <p>Group C – works individually to complete a sentence-writing worksheet, rewriting sentences, related to topics about housing, local community and personal information, from the positive to the negative and vice versa</p> <p>Group D – works individually to complete a verb worksheet conjugating the three regular verbs listed (from each verb group: <i>-are, -ere</i> and <i>-ire</i>) in the present tense and the simple past tense (present perfect)</p> <p>Group E – works individually to complete a table in a worksheet, changing vocabulary (regular and irregular nouns, and adjectives) from singular to plural or vice versa, and writing 10 short phrases using a combination of nouns and adjectives, for example: <i>mia sorella alta; i miei genitori carini; la pasta deliziosa; le banane gialle.</i></p> <ol style="list-style-type: none"> Introduce and explain to students that the present tense (present indicative) can be used to indicate the immediate future (something that is noted or will happen soon/in the near future) and the future tense is not necessarily always used, for example, 'Tomorrow I'm not going to school'/<i>Domani non vado a scuola</i>. Ask students to brainstorm and write their sentence in English with the Italian translation. Discuss answers as a class. Instruct students to complete a language practice worksheet with activities on verbs in the simple past, present and immediate future. In Part A, students translate the various nouns, such as <i>la colazione, il pranzo, la merenda, lo spuntino, la cena, la mensa, il pomeriggio, la mattina, la sera, la notte</i> into English. In Part B, students translate various sentences with adverbs of time into Italian, for example, 'Yesterday, we went to the movies'; 'This morning, I woke up at seven'; 'Today, I am going to the market'; 'This afternoon, I am eating fruit'; 'This evening at 8 pm we are going to the restaurant'; 'Tonight, we are going to bed at midnight'. Explain to the class the habit of going daily or weekly to the markets for many Italian families. Show students a set of flashcards of typical foods and items one might find at an Italian <i>mercato</i>. Ask students to call out the name of the food on the flashcard shown in Italian. Provide students with access to Food Shopping in Italy – Italian Grocery Shopping Guide, and ask them to read the paragraphs relating to each picture of Italian markets and food in general. Instruct students to write the phrase to use when asking for a certain quantity of fruit/food, for example, 'A kilo of potatoes, please'; 'Three pears, please'; 'Two kilos of apples, please'. Play a game of Round robin. Instruct students to call out a quantity and item in Italian, for example, <i>Un chilo di mele verdi per favore; Tre banane per favore; Due chili di uva per favore; Un carciofo per favore; Mezzo chilo di fragile</i>. In a new round of the game instruct students to add <i>Posso avere</i> (May I have ...), <i>Vorrei</i> (I would like ...) or <i>Mi dà</i> (Give me ...) at the beginning of their sentence, for example, <i>Mi dà un chilo di patate per favore?</i> Introduce vocabulary relating to transactions at the <i>mercato</i> for both buyers and sellers, for example, <i>Desidera?</i> (What would you like?); <i>Ecco!</i> (Here); <i>Altro?</i> (Anything else?); <i>Basta così?</i> (Anything else?); <i>Basta così, grazie</i> (That's all, thanks); <i>No, grazie!</i> (No, thanks). Remind students to use <i>Quanto costa/costano?</i> Instruct students in pairs to role play being the seller and buyer and take turns 	<p>Workbook</p> <p>Game Snap, with sets of cards depicting the days of the week in Italian and English</p> <p>Activity Complete a sentence-writing worksheet rewriting sentences from affirmative to negative and vice versa</p> <p>Activity Complete a verb worksheet</p> <p>Activity Complete a table in a worksheet:</p> <p>Worksheet Verbs in the simple past, present and immediate future, examples of Italian translation <i>Ieri siamo andati al cinema; Questa mattina/Stamattina mi sono svegliato(a) alle sette; Oggi vado al mercato; Questo pomeriggio mangio la frutta; Sta sera andiamo al ristorante alle 20.00; Stanotte, andiamo a letto a mezzanotte.</i></p> <p>Flashcards of typical foods and items one might find at an Italian <i>mercato</i></p> <p>Reference Images and short audiovisual clips of various market places around Italy</p> <p>Article 'Food Shopping in Italy – Italian Grocery Shopping Guide' https://www.tripsavvy.com/food-shopping-in-italy-1547407</p> <p>Game Round robin</p> <p>Language practice List of vocabulary and phrases related to making transactions</p> <p>Role play Lista dei spesi</p> <p>Assessment activity Benvenuto nel nostro mercato</p>

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	<p>to recognise Italian dishes or food types</p> <ul style="list-style-type: none"> take someone's order, order a meal and ask for the bill using modelled language and expressions use the correct telephone etiquette when receiving or making a phone call write a brief restaurant review using the simple past tense (present perfect) 		<ul style="list-style-type: none"> using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i> recognising Italian currency <p>Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p>using La lista dei spesi to ask for and purchase various food items and quantities.</p> <ol style="list-style-type: none"> Instruct students they will take turns pretending to be an imaginary Italian market stallholder and an imaginary tourist to complete the Benvenuto nel nostro mercato role play assessment task. Students can choose to sell or request any food items available on display or use gestures to request a food that is not on display. Show the checklist to guide students in completing the assessment on the whiteboard and instruct students to include all dot points listed in the checklist. Advise students that they may not access their worksheets or teacher help to prepare for or complete the assessment. Remind students to use the play money to complete their transactions. As a class, brainstorm what is required when organising an outing to an Italian restaurant. Ask students to call out some questions to ask an imaginary Italian family about eating out in an Italian restaurant, for example, 'Where are we going this evening?'; 'At what time?'; 'Is it close or far?'; 'Is it an Italian restaurant?'; 'What's your favourite food?'; 'Are we going by car or bus?' Ask students to write an answer in Italian for each question in their workbook. Advise students that they are to use the questions they brainstormed for the restaurant outing scenario in Activity 8 in a telephone conversation role play with their imaginary host family. Advise students that in Italy, people answer the telephone with the word <i>Pronto!</i> And the caller often responds with <i>Ciao!</i>; <i>Salve!</i>; or <i>Buongiorno!</i> Instruct students that the host family member (another student) will answer the phone and answer the questions either using the answers written previously or answering on the spot. Provide students with a worksheet and play the audiovisual clip, How to order food in Italian. Instruct students to write the translation for the English words, expressions and sentences listed on their worksheet. Pause the clip to allow students time to write the required words and phrases as well as the opportunity to repeat the new vocabulary aloud. Provide students with access to menu examples in Italian online and instruct students to focus on the typical courses listed, for example, <i>antipasto, primo piatto, secondo piatto, contorno, dolce, caffè e digestive</i>. Ask students to take notice of differences in types of food and specialities, such as <i>riccio di mare, panna cotta, tiramisu, grappa</i>, etc. Advise students that they will be writing a script of a restaurant dialogue that takes place between the waiter and customers in a restaurant. Students use their notes on how to order food in Italian as a guide to designing a storyboard with dialogue from three characters; 1 waiter and 2 customer friends, who order their meal at a restaurant. <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>What are three ways to ask for a menu? Can we see the menu, please? <i>Possiamo vedere il menù. per favore?: Do</i></p> </div> <ol style="list-style-type: none"> Advise students that they will role play receiving a phone call from an imaginary friend to find out about their outing last night. Provide students with the structure of the role play, for example, when they answer the phone students ask how the other person is, where they went yesterday or what they did yesterday (<i>Dove sei andato ieri? or Cosa hai fatto ieri?</i>), who they went with (<i>Con chi ...?</i>), at what time (<i>A che ora ...?</i>) and whether the place was close or far from your house (<i>È vicino o lontano da casa tua?</i>). They should ask, 'What did they eat?' (<i>Cosa hai mangiato?</i>), 'Did you eat extremely good 	<p>Role play checklist for the tourist:</p> <ul style="list-style-type: none"> Greeting Do you have peaches today? I would like 2 apples, please. 5 artichokes, please. 1 kilo of pears, please. 2 kilos of potatoes, please. How much are they? 1 watermelon. How much is it? That's all thanks. How much does it cost? (Plural form) Complete the transaction <p>Role play checklist for the market stallholder:</p> <ul style="list-style-type: none"> Greeting. What would you like? Here! Anything else? It costs ... <p>Resource set of play money Italian currency</p> <p>Role play Telephone conversation</p> <p>Questions:</p> <ul style="list-style-type: none"> Where are we going tonight? At what time? With whom? Where is this restaurant? Is it an Italian restaurant? What is the address? How do we get there? What is the phone number? What time does it open and close? <p>Audiovisual text How to order food in Italian https://www.youtube.com/watch?v=hxCmvXWtRdY</p> <p>Resource Online Italian menu examples</p> <p>Assessment activity Script of a restaurant dialogue https://www.storyboardthat.com/</p> <p>Dialogue between waiter and two</p>

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				<p>food?' (<i>Hai mangiato i cibi buonissimi?</i>) mention that you like or don't like that food (<i>Non mi piace/piacciono ...</i>). Suggest to them, 'Let's go to the movies at 7:30 pm' (<i>Andiamo al cinema alle sette e mezza</i>). Say, 'See you later' (<i>A dopo/a più tardi</i>).</p> <p>14. Provide students with examples of restaurant reviews by accessing the TripAdvisor Italia: Online review and scrolling down to the review titled <i>Splendida serata, ottimo rapporto qualità/prezzo</i>. Read the review to the students and ask them to help translate as much of the text as possible and to use a bilingual dictionary for unfamiliar words. Help the students fill in the gaps in their understanding. Ask students to go to the whiteboard and underline all the simple past tense (present perfect) verbs. Point out the other verbs that have been conjugated in the past tense.</p> <p>15. Instruct students to pretend to be a food critic and to write a restaurant review of the fictitious restaurant you dined at last night. Ask that they write the review using the simple past (present perfect) and present tenses. Advise students to refer to the previous activities, the TripAdvisor Italia: Online review as a guide and a bilingual dictionary, if required.</p> <p>16. Provide students with the script of a conversation between friends at a café and ask them to read the questions relating to the information in the script before completing the questions.</p> <p>17. Administer a quiz to students to review verbs in the present or simple past tenses.</p> <p>In Part A, instruct students to conjugate the verbs in brackets from the infinitive form to the correct tense (simple past or present tense), for example,</p> <div data-bbox="1495 1213 1798 1318" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>Ciao! Mi chiamo Lisa. Ieri, sono _____ Andare al mare con la _____</i></p> </div> <p>Advise students to look for clues in bold text to help them figure out which tense to use.</p> <p>In Part B, instruct students to translate the text from Italian to English. Students may use a bilingual dictionary.</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"> ▪ explain grammar points, sentence structures or vocabulary knowledge ▪ participate in language practice activities ▪ translate text from the present tense to indicate immediate future ▪ participate in imaginary market scenarios ▪ role play telephone conversations ▪ read and write restaurant reviews. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>Benvenuto nel nostro mercato</i> role play Taking part in a role play and making a transaction as a stallholder or tourist ▪ Script of a restaurant dialogue Writing a dialogue that takes place in a restaurant ▪ Conversation between friends at a café Reading for information in a written text 	<p>customers at a restaurant</p> <p>Role play Phone call from an imaginary friend</p> <p>Article '<i>Splendida serata, ottimo rapporto qualità/prezzo</i>' in TripAdvisor Italia: Online review https://www.tripadvisor.it/TripNews-a_ctr.reviewerguideIT</p> <p>Interactive whiteboard</p> <p>Activity Write a restaurant review</p> <p>Article '<i>Lasciati ispirare da queste recensioni della community</i>' in TripAdvisor Italia: Online review https://www.tripadvisor.it/TripNews-a_ctr.reviewerguideIT</p> <p>Reference Bilingual dictionary</p> <p>Assessment task Responding to questions in a written text based on a script of a conversation between friends at a café</p> <p>Activity Quiz to review verbs in the present and simple past tenses</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ Quiz Part B – translating a written text from Italian to English. 	

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>Parliamo l'italiano e mettiamo tutto insieme</p> <p>Students research and discover that Italian varies in the way it is spoken and written by Italians throughout Italy, and organise a <i>mercato scolastico</i>.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • continue to understand and respond to teacher instructions • use adjectives relating to gender and number • compare places on a map where English and Italian are spoken and the variances that exist within each language • locate a range of information from various spoken and written texts • recognise that adverbs are used to describe and can be categorised • use adverbs of time and frequency and correctly position them in a sentence • formulate questions and 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p> <p>Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use</p>	<p>Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in <i>il cappello; la piazza; il freddo</i> and <i>z</i> and <i>t</i> sounds</p> <p>Apply the rules of spelling to writing in familiar types of texts and contexts</p> <p>Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using both regular and irregular plural nouns, for example, <i>un negozio, due negozi</i> • noticing adjective–noun agreement, for example, <i>i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...</i> • using suffix - <i>issimo</i> with adjectives instead of <i>molto</i>, for example, <i>Vicino a casa mia c'è un bellissimo parco giochi</i> • expressing negation, for example, <i>Non è una casa grande; Non è accanto al mercato</i> • formulating questions and requests, for example, <i>Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?</i> • using possessive adjectives with <i>noi, voi</i> and <i>loro</i> to express ownership, for example, <i>la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto</i> • using prepositions with <i>a</i> + definite article, for example, <i>accanto a, davanti a, vicino a</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema; Corro velocemente</i> • using singular forms of the present 	<ol style="list-style-type: none"> 1. In Italian, instruct students how to play the game Simone dice, a version of Simon says. Revise basic commands, mentioning to students that these are expressed in the imperative form of the verb. Ask students to repeat the commands and do the corresponding actions for <i>tocca, metti, prendi, gira ...</i> Ask various students to take turns being <i>Simone</i>. Remind students to ask for help or clarification in Italian if they do not understand something. 2. Provide students with a mini whiteboard for the Aggettivi per genere e numero activity. Instruct them to write numbers 1 to 10 on the left-hand side. Ask them to listen to each sentence as it is called out and write an adjective to complete the sentence, for example, <i>La ragazza è _____; Ho una casa _____; Mio fratello non è _____; I miei amici sono _____; Il suo appartamento non è _____</i>. Write the sentences on the interactive whiteboard to assist students to complete the activity. Ask students to copy the sentences in their workbook and add the adjective they wrote on their mini whiteboard for each sentence. Instruct students to skip a line after each sentence and then to rewrite each sentence in the singular or plural. 3. Play a game of Round robin. Instruct students to change the sentences they hear to the negative form, for example, <i>Sono alto</i> to <i>Non sono alto; Siamo italiani</i> to <i>Non siamo italiani; Lei è sportiva</i> to <i>Lei non è sportiva; Loro abitano a Fremantle</i> to <i>Loro non abitano a Fremantle</i>. 4. Use the interactive whiteboard to show students La mappa del mondo and revise where the English and Italian languages are spoken around the world. Ask students go to the whiteboard and circle on the map where each language is spoken and to use a different colour for English and Italian. Check that all countries have been circled. Highlight Sicily, Sardinia, Vatican City, San Marino, some southern parts of Switzerland on the map, mentioning that Slovakia, Croatia, Albania, Monaco, and Malta had Italian as an official language at one point in time and that Italian is the most spoken foreign language in Albania. 5. Read sections of the article 'How is spoken English language changing?' and show students the map, highlighting where English is spoken as a first and official language as well as a <i>Lingua Franca</i>. 6. Display pictures of various items, such as biscuits, sneakers and zucchini and ask students to identify them. Assist them to make comparisons with the British vs American English charts listed on the website. Ask students if a different word for these items is commonly used in Australia. As a class, discuss the use of different forms of spoken and written English in the world. 7. Before playing the audiovisual clip Italian vs Sicilian – How much do they differ? ask students whether they think people from Sicily speak Italian or Sicilian. Instruct students to listen to and write dots points about the history, reasons for differences in language used and some examples of these differences given throughout the video. As a class, discuss the use of different forms of spoken and written Italian within Italy including accents and dialects. 8. Have students work with a partner to research a region in Italy and design a Language in an Italian region poster listing the similarities and differences in the language used in that region and the Standard Italian taught at school. Ask students to list a minimum of 10 single words and phrases that are different. Ask 	<p>Game Simone dice</p> <p>Activity Aggettivi per genere e numero</p> <p>Resource Mini whiteboards and interactive whiteboard</p> <p>Workbook</p> <p>Game Round robin</p> <p>Reference La mappa del mondo world map on interactive whiteboard</p> <p>Article 'How is spoken English language changing?' https://www.quora.com/How-is-spoken-English-language-changing</p> <p>Images of biscuits, sneakers, chips, zucchini, etc.</p> <p>Article 'British English vs American English: 24 Differences Illustrated' https://www.boredpanda.com/british-american-english-differences-language/</p> <p>Audiovisual clip Italian vs Sicilian – How much do they differ? https://www.youtube.com/watch?v=J Tgu-H6Xwi4 or https://www.youtube.com/watch?v=B dw81169go</p>

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	<p>provide answers such as enquiring about a hotel room over the phone, completing a tour guide questionnaire and taking part in transactions at the mercato scolastico</p> <ul style="list-style-type: none"> design and label an item and explain where it will go on the city floor plan write in detail about the various items displayed on the new city model plan and where these are located design and present a poster listing the top 10 places to visit in an imaginary new city answer questions relating to a descriptive text give accurate and detailed directions according to a path drawn on a map provide a brief written review using verbs in the simple past tense (present perfect) list and reflect on all the text types used, their conventions and 		<p>tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using <i>avere, essere, stare, giocare, andare</i>, in sentences such as <i>Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea</i></p> <ul style="list-style-type: none"> recognising Italian currency developing number knowledge 0–100 <p>Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures</p> <p>Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced</p> <p>Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations</p>	<p>students to present their findings to the class and display the posters in the classroom.</p> <ol style="list-style-type: none"> Ask students for the definition of an adverb and for some examples of regularly used adverbs in English. Some examples may include adverbs of manner, such as quickly, slowly, and carefully. Explain that there are various categories of adverbs and that the lesson will focus on adverbs of time and frequency, <i>gli avverbi di tempo e di frequenza</i>. Show flashcards of adverbs of time and frequency and instruct students to repeat each adverb for the first round and then call out the meaning during the second round. Provide a couple of examples and ask students where the adverb is positioned in the English sentence and in the Italian sentence, and make comparisons. Prepare an adverbs activities worksheet for students to review adverbs of time and frequency. Activities should include matching the Italian adverbs to their English equivalent, circling the adverb in the sentences and translating these in English, and writing five sentences in English and Italian using adverbs. Provide students with a bilingual dictionary and support to complete the activities. Administer a quiz to students to review adverbs of time and frequency. Use an application such as Plickers as a quick check for understanding. Instruct students to read the question or statement on the interactive whiteboard and hold up their Plickers card showing either A or B as their answer to the question or statement. Use an electronic device to scan the responses and get a quick indication of how many students have understood the use of adverbs. Instruct students to research a holiday destination in Italy for their imaginary family. Ask students to write in the workbook <i>Andiamo in vacanza all'hotel!</i> and prepare a list of questions, in English, that they will be asking when they make a telephone call to book a room at a hotel. Direct students to include statements they will make to the hotel about their stay, such as the holiday dates, accommodation, services provided, for example, 'I would like two rooms for my family'; 'We arrive on the 3rd of July for five days'; 'We usually have breakfast at 7:30'; 'Is there a café or restaurant at the hotel?'; 'How much is one room?'; 'Is the hotel close or far from the city?'; 'Is there a swimming pool in the hotel?' Ask students, in turn, to read one of their questions or statements aloud and write these on the interactive whiteboard. Instruct students to copy any sentences they do not already have on their list. As a class, brainstorm answers to the statements and questions. Instruct students to use a bilingual dictionary to translate their statements and questions from the <i>Andiamo in vacanza all'hotel!</i> activity in Italian. Arrange students in pairs for the <i>Al telefono role play</i>. Instruct them to take turns to role play the part of a guest and a hotel staff member, using the statements and questions they prepared in Activity 12. Walk around the classroom and listen to the various conversations. Once students have each had a turn at both parts, ask groups to role play their conversation for the class. Instruct students to start planning to design a new city <i>Creiamo una città</i>. Ask students to use their workbook to write general ideas in dot point format in either English or Italian. Instruct students to brainstorm and research names in Italian for the following categories which are to be included in the new city, for example: <ul style="list-style-type: none"> street names and signs (using the correct format) 	<p>Activity Language in an Italian region poster</p> <p>A3 paper for poster</p> <p>Interactive whiteboard</p> <p>Flashcards of adverbs from <i>Avverbi di frequenza</i> https://dante-learning.com/eng/avverbi-di-frequenza-italian-adverbs-of-frequency-guide-and-quiz/</p> <p>Activity Adverbs activities worksheet</p> <p>Reference Bilingual dictionary</p> <p>Quiz Adverbs of time and frequency</p> <p>Application Plickers is a classroom-polling application that provides a rapid response to questions and allows teachers to use one mobile device to scan paper cards for student responses https://www.plickers.com/</p> <p>Interactive whiteboard</p> <p>Workbook</p> <p>Interactive whiteboard</p> <p>Activity Andiamo in vacanza all'hotel!</p> <p>Reference Bilingual dictionary</p> <p>Role play Al telefono</p> <p>Activity Creiamo una città</p> <p>Workbook</p> <p>Resources Recycled materials to build city model</p>

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	common uses			<ul style="list-style-type: none"> shops – bakery, butcher, hairdresser, cinema, sports shop, pizza place, café places/landmarks – city centre, museum, church, square, hospital, park, hotel, train station, fountains, castles, suburbs (various types of housing) things/items – bus, car, scooter, tree, family members, dog. <p>Allocate a number from 1–4 to each student, and ask the students with the same number to sit together as a group. Inform students this is a class project and each group will have a separate role to play to complete the project. Instruct each group to look at their answers from the brainstorming and research session, and combine their information to decide which item they will build and label for their imaginary city. Instruct students to discuss what they are making with one another in Italian, for example, <i>Questo è il motorino; Questo è il mio vicino, lui si chiama Luigi ed è altissimo!; Questa è la Piazza San Valentino; Questa Via si chiama Via Napolitana.</i> Inform students that they will be asked questions about their work and will need to answer using a full sentence in Italian. Walk around and ask each group and individual students questions to ascertain student understanding of the language being used, for example, <i>Come si chiama questa Via?; Come si dice piazza in inglese?; Come si dice 'primary school' in italiano?; Dove è la stazione ferroviaria?; La gelateria è vicino o lontano daql ristorante?</i></p> <p>16. Ask students to draw and agree on a draft floor plan for the new city. Scan and display the floor plan on the interactive whiteboard. Model and point to an item and say to a student <i>Dove metti la pizzeria sulla mappa?</i> Ask the student to respond with <i>La metto qui, vicino al ristorante italiano, or La pizzeria va qui.</i> Instruct the student who has provided the response to label where the item will go on the whiteboard. Ask students from each group to take turns and, in Italian, ask someone in another group where one of their items will be placed on the plan until everyone has had a turn and all items are labelled on the draft plan. Ask students to use the whiteboard layout to place their items on the final city floor plan board, making sure they are secure and labelled.</p> <p>17. Instruct students to write a detailed description of their new city model, Descrivi la tua città nuova, using the dot points listed on their checklist. Assist students by brainstorming suitable sentence starters, for example, <i>Questa è la nostra nuova città ...; Ho disegnato il/la/i/le/l' ...; Ho creato ...</i> Provide students with a checklist of the items they should include in their description.</p> <p>18. Instruct students to design a poster for the opening night of the new city model project, listing the top 10 places to visit. Brainstorm headings with students, for example, <i>Benvenuti a tutti!; Benvenuti nella nostra nuova città, tutti sono benvenuti qui ...</i> Before asking students to present their poster to the class, revise ordinal numbers using flashcards. Ask students to present their poster to the classroom, using the general heading <i>Questi sono i miei dieci posti preferiti</i> and pointing and listing each place in order using ordinal numbers, for example, <i>Prima è la gelateria; Il secondo è il Museo Marco Polo; il terzo è il parco Santa Maria ...</i></p> <p>19. Inform students that they will take turns in performing the role play Giro della città and play a tour guide, local person or a tourist venturing around the new city. Provide students with the questions, in English, that they will use in the role play. Questions to ask could include: 'What place did you visit?'; 'What is your favourite place?' 'Why?'; 'What place did you not like?' 'Why?'; 'Where did you have lunch?' 'What did you eat?'; 'What is this called?' (pointing to a building or landmark) and 'Where are you going tomorrow?' Ask them to write the questions</p>	<p>Interactive whiteboard</p> <p>Scan of draft city floor plan</p> <p>Large cardboard for city plan items to be displayed</p> <p>Activity Descrivi la tua città nuova checklist Include the following:</p> <ul style="list-style-type: none"> 2–4 items from each category of props a combination of feminine, masculine, singular, plural, regular and irregular nouns a negation adjectives a suffix a question at least 2 prepositions of place regular and irregular verbs in the present tense 2 different possessive adjectives spelling rules <p>Activity Poster for opening night of the new city model project</p> <p>Flashcards Ordinal numbers</p>

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				<p>in their workbook and to translate them into Italian. Walk around the classroom and check student translations. Ask students to complete the role play by writing the answers to the questions. Advise them to use the bilingual dictionary and to use English for unfamiliar words not found in the dictionary.</p> <p>20. Arrange students into small groups of four and allocate the roles of tour guide and three tourists to students. The tour guides ask each tourist a different question. Advise students to swap roles until everyone has had a turn as the tour guide. Walk around to each group checking for understanding.</p> <p>21. Show and model numerous examples of invitations and write relevant vocabulary and headings on the interactive whiteboard. Discuss with students the text conventions used in invitations. Instruct students to design and write un invito, an invitation to the school community to view and tour the new school located in the new imaginary city model plan on the proposed <i>mercato scolastico</i> day. Provide students with access to a bilingual dictionary.</p> <p>22. Provide students with a map of the school for them to complete the assessment task Crea una mappa. Instruct students to add a path on the map, using a coloured pencil, from the train station to the new school. Ask students to write a list of directions to guide guests who are attending the opening of the <i>mercato scolastico</i> day. Remind students to add as much detail and list each step in order, using a minimum of eight instructions, and to include how long it will take by foot and by car. Instruct students to present their map and read out their instructions to a partner, before completing the assessment.</p> <p>23. Model for students how to write a telephone conversation between two friends discussing their plans to attend the <i>mercato scolastico</i> event. For the activity Al telefono con un amico/un'amica include questions about the time, location, directions, mode of transport that they will be taking etc. Brainstorm questions with the class, for example, 'How are you?'; 'What are you doing today?'; 'At what time?'; 'Where is it?'; 'Is it close to the ___ or closest to the ___?'; 'Do you turn right or left at the roundabout?'; 'Are you taking the bus?'</p> <p>24. Show students a series of slides with images of the different Italian euro notes and coins, in preparation for the <i>mercato scolastico</i>. Instruct students to add up the euros displayed on each slide, and then the sum in words. For example, if there is a 20 euro note, a 5 euro note and a 50 cent coin, students would write $20+5+0,50 = \text{€}25,50$ and <i>venti euro più cinque euro più cinquanta centesimi fanno venticinque euro cinquanta centesimi</i>. Remind students to use the euro symbol and separate the euros from the cents using a comma. Instruct students to then answer the questions <i>Quanto costa?</i> or <i>Quanto costano?</i> for each of the items projected in the slides, for example, <i>Quanto costa il libro? Costa otto euro; Quanto costano le scarpe nere? Costano trentasette euro</i>. Ask students to conduct transactions in pairs, asking and answering questions about how much something costs in the classroom using the play euro money. Model language when handing over the money, for example, when handing over money, instruct students to count out each note and coin, such as <i>venti, cinque, due. Ventisette euro!</i></p> <p>25. Instruct students to take on the role of stallholder or invited guest. The stallholders welcome the guests to <i>the mercato scolastico</i> and begin transactions with the invited guests, who ask about the various food items available at the <i>mercato scolastico</i>. Inform students that one of the invited guests will be the teacher who will conduct interviste, as well as listen to conversations and</p>	<p>Role play Giro della città and questionnaire.</p> <p>Resource Interactive whiteboard</p> <p>Workbook</p> <p>Reference Bilingual dictionary</p> <p>Resources Invitations https://gliscolaridellamaestraadele.blogspot.com/2012/05/invito-alla-festa.html and http://www.genitorialmente.it/2017/05/inviti-per-la-festa-e-lo-spettacolo-di-fine-anno/</p> <p>Reference Bilingual dictionary</p> <p>Assessment Crea una mappa Produce a map template for each student that has turns, roundabouts, buildings, parks and shops, leading to the school, in order for students to write a minimum of 8 instructions</p> <p>Role play Al telefono con un amico/una amica</p> <p>Resources Images of various Italian euro notes and coins, clothing or household items, stationery items, set of play money</p> <p>Assessment Interviste Teacher interview checklist example: <i>Buongiorno! Come stai/sta?</i> <i>Di dove sei? Dove abiti?</i> <i>Che cosa hai/ha comprato?</i> <i>Qual è il tuo/suo cibo preferito?</i> <i>Perché?</i> <i>Ti piace il formaggio?</i> <i>Ti picciono queste matite colorate?</i> <i>Ti piace questa lampada?</i> <i>Quanto costa/costano _____?</i> <i>Costa dieci euro.</i> <i>Costano ottantasei euro.</i> <i>Arrivederci!/Buona giornata!</i></p>

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				<p>transactions between the stallholders and guests. Advise students that this assessment will focus on their ability to make transactions using the language they have acquired so far this term.</p> <p>26. Instruct students to write a review of the <i>mercato scolastico</i> using the simple present perfect tense. Advise students to use their previous restaurant review written in Term 3 and a bilingual dictionary to help guide them. Ask students to read their review to a partner and then call for volunteers to read their review to the class.</p> <p>27. Provide students with the Vero o falso worksheet and, on the interactive whiteboard, project an aerial view of a stimulus map. Instruct students to answer true or false to the statements or questions on the worksheet. Ask students to swap their worksheet with their partner and mark the activity together as a class. Instruct students to write a question of their own and, in turn, ask the class. Ask students to translate each true or false sentence to English.</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 language practice tasks ▪ demonstrate or explain grammar points, sentence structures or vocabulary knowledge, related to the topic of creating a new city ▪ locate a range of information from various spoken and written texts ▪ formulate questions and provide answers ▪ design and present a poster for an imaginary new city ▪ answer questions relating to a written text ▪ give accurate and detailed directions according to a path drawn on a map ▪ write a review. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ <i>L'intervista</i> – participating in a conversation or conducting a transaction with the teacher ▪ <i>Crea una mappa</i> – writing a list of instructions to direct visitors around the school. 	<p>Activity Write a review</p> <p>Reference Bilingual dictionary</p> <p>Worksheet Vero o falso Examples of statements include, <i>La scuola è vicino alla stazione ferroviaria; Via James ha due pizzerie; Non hanno negozi in Via Rossi; La villa accanto al parco ha due piani</i></p>