



SAMPLE TEACHING AND LEARNING OUTLINE

ITALIAN: SECOND LANGUAGE
YEAR 6

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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 5 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.



Year level: Year 6

Learning area: Languages – Italian: Second Language

Notional time allocation: 2 hours per week

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 1			
1	<p>Communicating</p> <p>Initiate interactions with their teacher and peers orally and in writing to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/Non mi piace la musica classica.; Sabato ho incontrato i miei amici al centro commerciale.; Quando fa bel tempo vado al mare.</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places, for example, <i>È mio fratello – è molto simpatico.; E tu?; È vero.; Davvero?; Non sono d'accordo.; Va bene.; Bravissimo!; Eccezionale!; Preferisco ...; Mi piace/piacciono ...; Non mi piace/piacciono ...</i></p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event</p> <p>Gather, compare and respond to information and supporting details from a range of spoken, written and visual texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate spoken, written and visual texts, to suit specific audiences and contexts</p>	<p><i>Il tempo libero</i></p> <p>Students share information on home routines and leisure activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> interview peers about their interests express what they do in their free time interpret information from digital texts about others' leisure activities observe how the Italian language is evolving through the medium of music. 	<ol style="list-style-type: none"> 1. Introduce the song <i>Gioca jouer</i> firstly by providing the lyrics and then the audio as a warm up activity (https://www.ilpaeseidibambinichesorridono.it/gioca_jouer.htm)[original version]. Provide follow-up activities including identifying the verbs, foreign words assimilating into Italian language, (https://www.adgblog.it/2008/10/13/esercizio-d%E2%80%99italiano-per-stranieri-principianti-gioca-jouer/). 2. With students review a variety of ways of expressing likes and dislikes with Languages Online Section 21–3 and 21–4 (https://www.education.vic.gov.au/languagesonline/italian/sect21/index.htm). 3. Teach students the rules for playing the Memory round-robin game. The first student starts with stating a like or dislike; for example, <i>Mi piace disegnare</i>. The next student repeats <i>Mi piace disegnare</i> and adds a sentence to state a like or dislike, joining the sentences together with <i>e ...</i> or <i>ma ...</i> Each student must repeat the previous sentences and add their own. When someone forgets the previous sentence or makes a mistake the game begins again. 4. Model, then role play, the <i>Un quiz</i> activity, in pairs or fours, from Languages Online Section 21–4 (https://www.education.vic.gov.au/languagesonline/italian/sect21/index.htm). 5. Play with students a variety of interactive games reinforcing sentence structures using the present tense, and extending vocabulary related to leisure (https://www.learn-italian.net/italiantopics). 6. Support students to recycle familiar and new vocabulary learnt in previous games by creating a card with 7 to 10 questions. Use the card to play a game of Human bingo, exchanging information about their interests and hobbies. Students move around the room, asking their questions, and can tick each question off their list only when another student answers in the affirmative; for example, <i>Ti piace giocare a carte? Sì/No, non mi piace giocare a carte.; Ti piace ascoltare la musica rap?</i> (Formative assessment) 7. Teach students the rules for playing Charades where, in front of the class, students act out an activity and their feeling about it. Points are scored for guessing, in Italian, the activity, if the student likes/dislikes it, and expressing this all in a complete sentence; for example, <i>Non ti piace giocare a tennis.; Ti piace mangiare la pizza.</i>

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2	<p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p> <p>Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms, for example, <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i></p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p> <p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p> <p>Apply features of intonation, pronunciation and writing conventions, for example, understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>)</p> <p>Apply the rules of spelling to writing in a variety of types of texts and contexts</p>	<p><i>Il tempo libero</i></p> <p>Students share information on home routines and leisure activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> locate and interpret information from digital texts about others' leisure activities memorise and recite a simple poem use days and times to describe their routines at home and school use simple present tense 1st, 2nd and 3rd person to talk about daily routines create their own version of a voiced 'quirky comic' outlining an unusual day or week. 	<ol style="list-style-type: none"> Ask students to read and translate the information in the digital text <i>Cosa fai durante il tuo tempo libero?</i> (http://web.ac-corse.fr/clg_padule/italianissimo/COSA-FAI-DURANTE-IL-TUO-TEMPO-LIBERO_a12.html) and tally the activities undertaken by the respondents using a table template sheet. Then ask that they convey results orally from their investigation; for example, <i>A dodici persone piace navigare su internet.</i> (Formative assessment) Provide the Fractured filastrocca activity where students re-order pictures and sentences about Marco's day (https://www.favolefantasia.com/16269/la-giornata-di-marco.html). Arrange students in groups of five to practise and memorise two lines each of the poem and recite the final line together. Organise for the best group to perform for a Year 4 class. Provide students with access to interactive language games to review sentence structures describing daily routines (https://www.learn-italian.net/italiantutorial?topic=Activity-daily-routine&level=primary, or https://www.learn-italian.net/italiantutorial?topic=Daily%20routine&level=secondary). Ask students to complete the listening activity <i>Ottimo! Time: daily activities</i> (http://ecm.det.wa.edu.au/connect/resolver/view/L10063/latest/index.html). Play the audiovisual text <i>My daily routine in Italian – Learn Italian language</i> (https://youtu.be/bZU7qSZG1T0). Students then answer teacher's questions, comparing the character's routine to their own; for example, <i>Lui si alza alle 7.15; Tu a che ora ti alzi?; Lui va in ufficio; Tu vai in ufficio?</i> Adapt the lyrics of the song <i>La mia giornata</i> (http://www.edilingua.it/Upload/4_F03G_UNI1.pdf) as a cloze activity where students listen for and replace missing times and/or daily routines. The text is read out by teacher. (Formative assessment)
3	<p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> noticing adjective–noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata.; Non mi piace tanto ballare.</i> expressing negation, for example, <i>Noi non guardiamo la televisione.; Non pratico lo sport.</i> formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> 		<ol style="list-style-type: none"> Play the song <i>I giorni della settimana</i> asking students to listen to, sing and translate activities mentioned (https://youtu.be/pYEFYXQ0DmY). Review times and activities with students through the Language Market – interactive quiz Unit 14 What's happening this week? (topics 2 and 6) and Languages Online Section 29 (https://www.education.vic.gov.au/languagesonline/italian/sect29/index.htm). Provide students with access to the Quirky Comics story – <i>Che giornata!</i>, where they can listen to, read and retell the story. Students then complete Activity 5 (http://ecm.det.wa.edu.au/connect/resolver/view/L10063/latest/index.html). Make available examples of storyboards and other digital texts, before asking students to create a short text; for example, a digital photo story with audio, based on their hobbies and routines. In their text, students include day(s), time(s) and short utterances about the day; for example, <i>Che giornata/settimana!</i> Arrange for the students to share their finished product with the class. (Formative assessment)

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4	<ul style="list-style-type: none"> recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema.</i> using plural subject pronouns <i>noi, voi</i> and <i>loro</i> using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences, such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per cena.</i> <p>Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how Italian texts use language in ways that create different effects and suit different audiences</p> <p>Understand that the Italian language is used differently in different contexts and situations</p> <p>Understand that the Italian language is constantly changing due to contact with other languages and the impact of new technologies and knowledge</p> <p>Understand that language and culture are integral to the nature of identity and communication</p>	<p><i>Il tempo libero</i></p> <p>Students share information on home routines and leisure activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use adjectives with attention to gender and number use adjectives and adverbs to intensify and qualify meaning when expressing positive and negative preferences use a bilingual print or online dictionary to build an adjective word bank. 	<ol style="list-style-type: none"> Play text for students to watch <i>Tempo libero Intervista Unità 2</i> (https://youtu.be/DRzHA4LuFC0) and as they listen to the interview, ask that they report the hobbies mentioned, time spent and reasons given for doing them. With students, brainstorm adjectives to express opinions about leisure activities; for example, <i>Mi piace/Non mi piace studiare/fare lo shopping/guardare la partita, perché è ... divertente, noioso(a), interessante.</i> Provide students with opportunities to complete multiple-choice quizzes to practise adjective agreement (http://web.uvic.ca/~hisitaex/exercises/italian/italian100/aggavv/index.htm). Guide language practice to reinforce the use of adjectives to describe people, places and things, adjective-noun agreement and the use of <i>Non mi/Mi piacciono</i> with plural nouns. Encourage students to use an Italian/English print or online dictionary to find five new adjectives and then record them on the whiteboard, making sure there are no double ups. Students then write the full list in their workbooks. Pin up a variety of flashcards (hobbies, foods, colours, famous people and places) in the classroom. Students use this stimulus and their own ideas to compose ten sentences stating their likes/dislikes and reasons, using adjectives from the previous activity. Read out several samples, asking students to guess the author of the sentence.
5	<p>Understand that language and culture are integral to the nature of identity and communication</p>		<ol style="list-style-type: none"> Play the audiovisual text <i>Che cosa fai di solito? Forte! 3 – Unità 1</i> (https://youtu.be/sqHnl8CiWz8) and ask students to record what they have seen. Introduce adverbs of degree and frequency; for example, <i>molto, tanto, veramente, davvero, abbastanza, poco, di solito, spesso, sempre, mai</i>. Practise: <ul style="list-style-type: none"> matching English to Italian version ordering in rising intensity and frequency connecting antonyms, and positioning correctly in sentences about people, places, things and activities; for example, <i>Che cosa fai di solito il weekend/durante le vacanze? Io non studio mai durante le vacanze.</i> Provide students with strips of paper on which they create their sentences, using each of the listed adverbs, and ask that they pin up sentences on the wall under the correct adverb heading. Follow with a Gallery walk activity. Arrange students in groups of three and ask that at each station they read all offerings, and indicate their opinion with an emoticon; for example, ☺ (to signify <i>Io sono d'accordo</i>) or ☹ (<i>Io non sono d'accordo</i>) next to each sentence. Students move to the next station after five minutes. Explain rules of and play Roll the dice or Snakes and ladders games where students say a sentence using the adverb on which they land, in order to advance. (See examples at https://www.pinterest.com.au/pin/212935888608836841, https://www.twinkl.com.au/resource/t2-e-820-adverbs-of-frequency-dice). (Formative assessment) Provide students with opportunities to demonstrate their understanding of grammatical structures via multiple-choice activities.

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6		<p><i>Il tempo libero</i></p> <p>Students share information on home routines and leisure activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> express likes, dislikes and preferences create a rap song/rhyme, outlining likes, dislikes and preferences, and justifying their choices. 	<ol style="list-style-type: none"> Brainstorm with students words/phrases for agreeing, disagreeing and expressing preferences; for example, <i>Sì mi piace/piacciono.; Sì, anch'io.; No, non mi piace/piacciono.; Io, no.; Sì mi piace/piacciono, ma preferisco ...</i> Include practised adverbial phrases in the brainstorm. Arrange students in pairs to create a call and response-type rap song/rhyme. Provide opportunities for students to script and rehearse the song to present to the class and to Year 4; for example, <i>Mi piace la pizza.; Preferisco un hamburger.; Io gioco a baseball.; Io gioco a calcio.; La scuola è forte!; No, no è noiosa!; La musica rap mi piace tanto.; Io preferisco la musica pop.</i> (Formative assessment) Provide students with an extension quiz where they complete adverb-matching games (https://www.quia.com/jg/1904445.html).
7		<p><i>Arrivano le vacanze!</i></p> <p>Students share information about how they hope to spend their Easter or Term 1 holiday break.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use the present tense <i>io, tu, lui/lei</i> and <i>noi</i> forms to talk about coming events observe and comment on similarities and differences in holiday habits script and voice a holiday wish list with a digital application adapt a script and re-work into a blog for a pre-teen forum re-interpret the imaginative text <i>Di che cosa è fatta l'estate?</i>, adapting the theme and format. 	<ol style="list-style-type: none"> Play for students the audiovisual Text 5 <i>Cose da fare durante le vacanze</i> (https://youtu.be/ZHb5XVFX5XE). Discuss when Italian students have holidays and how this affects what activities they can do. Compare the influence of Australian and Italian culture on free time, including reference to Easter. Provide students with language practice, writing sentences about holiday activities (https://www.learn-italian.net/italiantutorial?topic=Holiday activities&level=secondary). Arrange students in pairs and introduce the activity <i>E tu, cosa fai di solito durante le vacanze (di Pasqua)?</i> Students interview each other about their school holiday activities and complete a Venn diagram showing similarities and differences. Students expand on talking about holiday plans by adding details, such as, who does activities with them and transport used. Create a stimulus card for each student, with details such as, a name or pictures of holiday activities. Allow students time to prepare their responses. Follow with a role play activity where the teacher interviews students with questions, such as, <i>Come ti chiami?; Di solito cosa fai durante le vacanze (di Pasqua)?; Cosa ti piace fare?; Dove vai/andate?; Con chi vai?; Come vai/andate?; Vai/Andate in autobus?</i>
8			<ol style="list-style-type: none"> Provide students access to an application, such as, Chatterpix to script and record a spoken wish list for their parent(s) of the top 10 things they would like to do in the coming holidays. Model a guided version with a suggested beginning; for example, <i>Caro/a _____, per queste vacanze io preferisco un break rilassante/energico/in compagnia, ed ecco le mie dieci attività preferite: ...</i> (Formative assessment). Students may also re-work their wish list script into the format of a blog for the website https://www.ilgomitolo.net/forum/. Check students' understanding of blog conventions; for example, informal tone, brief, episodic/diary-like entries recording events and opinions. Read the poem <i>Di che cosa è fatta l'estate?</i> (https://maestramary.altervista.org/scheda-italiano-poesia-estate.htm) to students. Discuss with them the use of adjectival phrases to create images; for example, sounds and smells. Brainstorm with them sensory details evoked by school holidays. Students use an Italian/English dictionary and class notes to write their impressions of school holidays. Students design a wall poster entitled <i>Di che cosa sono fatte le vacanze scolastiche?</i> Ask each student to contribute several phrases (prepared in previous activity) to add to the combined product; for example, <i>mangiare troppo, veramente divertente, al parco con amici, gite con la famiglia.</i>

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			<p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in interactions seeking and sharing information about hobbies, daily routines and holiday plans ▪ express in verbal exchanges and in short texts their likes, dislikes and preferences ▪ extract and interpret information about free time from a range of multimodal texts ▪ use simple present tense (<i>io, tu, lui/lei, noi</i>), a range of regular adjectives and selected adverbs with attention to spelling, gender, number and pronunciation ▪ create and perform imaginative texts (poem and rap song) for younger students.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
Term 2			
1	<p>Communicating</p> <p>Initiate interactions with their teacher and peers orally and in writing to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/Non mi piace la musica classica.; Sabato ho incontrato i miei amici al centro commerciale.; Quando fa bel tempo vado al mare.</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places, for example, <i>È mio fratello – è molto simpatico.; E tu?; È vero.; Davvero?; Non sono d'accordo.; Va bene.; Bravissimo!; Eccezionale!; Preferisco ...; Mi piace/piacciono ...; Non mi piace/piacciono ...</i></p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event</p> <p>Gather, compare and respond to information and supporting details from a range of spoken, written and visual texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate spoken, written and visual texts, to suit specific audiences and contexts</p>	<p><i>Arrivederci, vacanze!</i></p> <p>Students exchange information about their most recent holiday break.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • extract information about holiday events from a variety of multimodal texts • comment on cultural expectations about Italian children’s holiday pastimes • recognise the present perfect tense of verbs in short texts (content from Year 4 syllabus) • use the present perfect tense correctly to play interactive games • reflect on and evaluate their learning • develop and apply knowledge of the present perfect tense to play games and to generate an account about recent holidays • identify high-frequency phrases and cultural elements in the text <i>Vacanze al sole.</i> 	<ol style="list-style-type: none"> 1. Inform the class that they will read posts by Italian children about their Easter holiday experiences (sample posts/descriptions https://scuolaelettrica.it/quiz/primaria/classe5/italiano/pasquali.shtml; https://icferrari.wordpress.com/2006/04/27/come-ho-trascorso-le-vacanze-pasquali/). Ask students to predict what kinds of phrases they expect to read, what will be popular pastimes. In twos or threes, students read and decode an extract then report back to the class, giving their person’s name and a summary of their holiday. During this feedback, make a summary of activities on the board to facilitate discussion. Were predictions accurate? What was different/interesting? 2. Instruct the students to examine their extract again, this time to identify and highlight all perfect tense verbs and distinguish the <i>avere</i> from the <i>essere</i> phrases with different colours. 3. Prepare two large sheets of paper. Write the heading <i>Essere on one, Avere</i> on the other. Invite each group in turn to transcribe all the perfect tense phrases they have identified onto the appropriate sheets. If a phrase already appears, they simply place a tick next to it. 4. Provide opportunities to review conjugation of perfect tense verbs using phrases from the chart, where possible, to slot into correct order. 5. Enable students to access self-paced language practice activities to review <i>il passato prossimo (avere, past participles and essere</i> interactive activities best suited to this level) (http://www.education.vic.gov.au/languagesOnline/Italian/sect36/index.htm). 6. Explain to students how to reflect on their learning and self-evaluate using a checklist, such as the Student progress checklist (https://www.education.vic.gov.au/languagesOnline/Italian/sect36/index.htm). (Formative assessment) 7. Teach students the rules and play <i>Gioco del domino del passato</i>, (https://www.comeitaliani.it/2011/11/28/domino-del-passato) which practises understanding of questions and answers expressed in the past and making correct matches. (Formative assessment)
2	<p>Share and compare responses to characters, events and ideas and identify cultural elements in imaginative texts</p> <p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p> <p>Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining</p>		<ol style="list-style-type: none"> 1. Guide students in preparing a mind map of their holidays, including both positive and negative aspects, recycling language from the <i>Essere</i> and <i>Avere</i> charts where appropriate. See example at (http://laclasseinclusiva.altervista.org/i-primi-giorni-scuola-accoglienza-parte/?doing_wp_cron=1525741102.3012669086456298828125). 2. With students negotiate an agreed format in which to present their information, using a suitable application or template, such as <i>Le mie vacanze: una scheda per raccontare</i> (http://www.homemademma.com/downloads/ or <i>Mostra e racconta con le foto</i> https://www.education.vic.gov.au/languagesOnline/Italian/sect36/index.htm). (Formative assessment) <ol style="list-style-type: none"> 1. Prior to viewing <i>Peppa Pig ‘Vacanze al sole’</i>, invite students to make and justify predictions about what they will see, give descriptions of the familiar characters in Italian. At different points during the viewing, pause and ask students to summarise using the present perfect tense or make a statement

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
	<p>the use of idioms, for example, <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i></p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p> <p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p> <p>Apply features of intonation, pronunciation and writing conventions, for example, understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>)</p>		<p>about the plot to which they react with <i>vero</i> or <i>falso</i> (https://youtu.be/oaqNL4P2mzc). The summary of the Italian episode is accessible at (https://tvzap.kataweb.it/programma/stagione/6/89995/).</p> <ol style="list-style-type: none"> 2. Provide activities to follow viewing <i>Peppa Pig 'Vacanze al sole'</i>. Activities may include true and false, multi-choice questions, re-sequencing plot events, recording high frequency vocabulary and present perfect tense re-tell. (Formative assessment) 3. As a class, discuss with class the perceptions, assumptions and stereotypes about Italy and Italians as noted in the multimodal text <i>Peppa Pig in vacanza in Italia</i> (https://www.ttitalia.com/stories/ottomilanovantadue/103565_peppa_pig_in_vacanza_in_italia/). 4. Teach students the rules and play <i>Eliminazione</i> game reviewing <i>il passato prossimo</i>. The phrases can be modified from easy to more challenging to enable all students to participate and experience success. See; for example, Listening and Speaking Task No 9. Gioco https://www.education.vic.gov.au/languagesonline/italian/sect36/index.htm
3	<p>Apply the rules of spelling to writing in a variety of types of texts and contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> • noticing adjective–noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata.; Non mi piace tanto ballare.</i> • expressing negation, for example, <i>Noi non guardiamo la televisione.; Non pratico lo sport.</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema.</i> • using plural subject pronouns <i>noi, voi</i> and <i>loro</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences, such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per cena.</i> • using the perfect tense of common verbs, such as <i>essere, andare, avere, vedere</i> and <i>giocare</i> relate 		<ol style="list-style-type: none"> 1. Provide opportunities to revise structures and vocabulary related to <i>Il tempo libero</i> with pronunciation and guessing game holiday activities (https://www.lightbulblanguages.co.uk/resources-it-ks3.htm). 2. Play the audiovisual clip <i>Lessico 24 hobby e tempo libero</i> (https://youtu.be/ytHKAUerzrk), during which students should note as many activities as possible with the interactive whiteboard screen covered. During the first playing, ask students to list hobbies heard in first 90 seconds ('list' begins at the 30 second mark). During the second playing, ask students to note what they hear in the final 90 seconds. Ask them to share and crosscheck what they heard with a partner. Remove cover from screen and ask students to check all the activities they listed correctly, and to take note of those they missed. 3. Play clip, <i>Quiz – Lo so io!</i> 1–3 (https://youtu.be/iUqXofXpjdW) to review adjectives, greetings, times, favourite things and technology. Invite students to create their own questions related to the focus to quiz rest of class. 4. Prepare students for the administration of the assessment <i>Il tempo libero</i> (https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities). <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in interactions seeking and sharing information about school holiday recollections ▪ extract and interpret information about holidays from a range of multimodal texts ▪ use simple present tense and perfect tense (<i>io, tu, lui/lei, noi</i>), a range of regular adjectives and selected adverbs with attention to accuracy in written form and pronunciation ▪ produce a mind map and a written and illustrated recount of own holiday. • Summative assessment using the following activity: <p><i>Il tempo libero</i></p> <ul style="list-style-type: none"> ▪ Part A – short response – listen for information from a spoken text ▪ Part B – write a blog post.

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4	<p>experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza.</i></p> <p>Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structure</p> <p>Understand how Italian texts use language in ways that create different effects and suit different audiences</p> <p>Understand that the Italian language is used differently in different contexts and situations</p> <p>Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge</p> <p>Understand that language and culture are integral to the nature of identity and communication</p>	<p><i>Evviva il fine settimana!</i></p> <p>Students interact to negotiate and share opinions about weekend activities.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • read and respond to an email about weekend events • recycle language structures <i>Con chi?; Dove?; Come?; A che ora? and Chi è?</i> in role plays • suggest weekend outings using phrases <i>Che ne dici di/se + verb</i> • practise bilingual dictionary search strategies. 	<ol style="list-style-type: none"> 1. Review with students days of the week and activities by completing <i>Cosa facciamo?</i> In Languages Online Section 23–1 (https://www.education.vic.gov.au/languagesonline/italian/sect23/index.htm). 2. Prepare an email from Luisa, describing the events on her weekend. Students respond to questions about Luisa’s email. 3. Review text type conventions and model with students how to write an email in response to Luisa’s questions. Show how to add details of negative and positive aspects of their weekend. (Formative assessment) 4. Explain procedure and lead the game <i>Caccia al ladro</i> (relating information in present perfect tense about weekend events). Choose two students to play the thieves. Give them five minutes to memorise their information: <i>nome, età, passatempi, attività del weekend/fine settimana</i>. Four students are the investigating detectives who interrogate them in front of the class. The detective who confuses the thief and makes him/her mix up the details wins. The thieves win if they manage to remember all the details correctly. The details can be projected on the interactive whiteboard for the class to see, with the thieves placed in front of it so they cannot peek. 5. Another role play scenario for the <i>Caccia al ladro</i> game is parents questioning their child over a weekend outing. They can ask questions, such as, <i>Con chi vai?; Chi è?; Dove vai/andate?; Come vai/andate?; A che ora comincia?; A che ora torni/tornate?</i> 6. Initiate discussion of ways to suggest an activity in English; for example, <i>Would you like to ...?; Shall we ...?; Why don’t we ...?; What do you say to ...?</i> Discuss why there is such a variety of ways to do this and point out that context, situation and other factors also effect expression in Italian and other languages. 7. Introduce the structure <i>Che (or Cosa) ne dici di + infinitive?</i> With flashcards or slides, elicit sentences from students using this structure; for example, <i>Che ne dici di andare al cinema?</i> Extend questions by adding details, such as, a person’s name and day; for example, <i>Elsa, che ne dici di fare una passeggiata domenica?</i> 8. Introduce a variation on the previous structure, <i>Che ne dici se + noi ...?</i> Form and practise this structure with cards/slides as before and/or with Languages Online Interactive games Section 23–1, 23–2 and 23–4 (http://www.education.vic.gov.au/languagesonline/italian/sect23/index.htm). 9. Prepare a Dictionary detective search sheet by listing about 15 new words relating to activities; for example, fishing, abseiling, volunteer work, going to church. Review the process of using an Italian/English dictionary, such as how to find verbs and how to use the information in the dictionary to build a sentence; for example, from ‘To go to <i>chiesa</i>’ to <i>Andare in chiesa</i>.
5		<p><i>Festeggiamo il fine settimana</i></p> <p>Students learn how to invite someone to take part in an activity; to accept and decline such invitations appropriately, and to share information, talk and write about the past weekend’s activities.</p>	<ol style="list-style-type: none"> 1. Teach students phrases for accepting and declining invitations; for example, <i>Sì, grazie.; Certo.; D’accordo.; Va bene.; Perché no?; Volentieri.; A che ora?; Mi dispiace, non posso.; Purtroppo non sono libero/a ...; No grazie, devo ...; Veramente, non mi piace ...; Che ne dici invece di ...?</i> Drill in a variety of ways with emphasis on correct pronunciation and tone of voice, and in meaningful sentences anchoring the vocabulary in context. One way to practise is by putting an A4 size version of each phrase on the walls, windows and doors in the room. Place on small pieces of paper copy of each phrase in English in a bowl. In turns, call up a student to collect a note from the bowl, read it out to the class, then affix to the matching Italian phrase in the room in under 15 seconds. Points can be

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		<p>Learning objectives:</p> <ul style="list-style-type: none"> • extend vocabulary to include polite ways to accept or decline invitations • observe body language and other cues to deduce what is happening in an audiovisual text • notice, compare and reflect on cultural similarities and differences in social habits • role play, through various games and in different roles, scenarios where weekend activities are being planned • complete a jigsaw task to gather information needed to complete a text • review the time (hour, half and quarter hour) to organise a weekend social diary • use the <i>passato prossimo</i> correctly in the context of various games, and to convert a simple text from present tense to present perfect tense • read and listen for gist and specific details • read and respond to an online forum post about weekend habits in general, and to review the previous weekend. 	<p>awarded; for example, three for being correct at first attempt, two points on second attempt, one point for third attempt.</p> <ol style="list-style-type: none"> 2. After providing opportunities to practise the phrases, initiate a question-response activity where students stand in a circle and are randomly assigned 'yes' or 'no' status. Point to a student and extend an invitation; for example, <i>Che ne dici di venire alla partita di football sabato?</i> The chosen student has five seconds to respond in the positive or negative, as assigned. Continue selecting students to answer, then ask a student to take over the leader's role and continue game. 3. Explain to students that they will view the audiovisual clip <i>Tempo libero</i> with the audio muted (<i>Progetto Italiano Junior 1</i>, episode 2 https://youtu.be/DFo5qBbF_TU). Ask students to guess what is happening. Have them suggest what gave them clues; for example, action on screen, actors' body language, the language objectives/context of accepting and declining invitations. After the first viewing, ask students for feedback. Restore volume for the second screening, after which students can comment about whether the cues they picked up were on target. Draw their attention to the intercultural notes about colloquial address and 'school night' curfews for Italian pre-teens and ask them to notice, compare and reflect on any similarities and differences to their personal and social worlds (http://www.edilingua.it/Upload/trascriziVideo_1.pdf - page 3). 4. Explain to students the rules for the game <i>Invitombola</i>. Students draw a grid four spaces across and seven down on a sheet of paper. They write the days of the week in order in English in the first column. In each of the remaining spaces, produce a 'diary' of three activities they do each day by writing in English or drawing a symbol for an activity. Prior to this, place on the whiteboard a list of about 30 possible activities with the students' participation, ensuring they are familiar with Italian. Proceed by calling out; for example, <i>Che ne dici di chattare insieme venerdì sera?</i> The students can only cross off/highlight their card, if the activity called is on that day. The winner is the first person to cross off all three activities on one day. 5. Teach students the Fluency circles game. Arrange students in two large concentric circles, with students in the outer circle facing those in the inner circle. Give the students in the outer circle a stimulus card to prompt exchange between pairs. Each card, which is folded in half, has an inviting question and location/activity and day/time on one side, and a decline or accept response on the half seen by the student in the inner circle. Depending on how much scaffolding the students need at this point, the phrases could be in English or include have some Italian phrases. The procedure is to ask a question and get a response. The students ask/answer the same question at least three times to gain fluency through repetition. They then pass the card to the left, and inner circle students move to the right. Continue until all questions have made the round. A further strategy is to reverse cards so that inner circle students ask the questions and those in the outer circle respond. (Formative assessment) 6. Guide students through the Jigsaw reading and listening activity. Prepare two different cloze versions of the lyrics of the song <i>Evviva la domenica!</i> (https://www.filastrocche.it/contenuti/evviva-la-domenica/). Students take turns in pairs to read out their text while their partner fills in the gaps. When all gaps are filled, play the song and advise students to check their transcript.
6			<ol style="list-style-type: none"> 1. Provide opportunities for students to review telling the time with Languages Online Section 29 (https://www.learn-italian.net/italiangames) and a series of games. 2. Explain to students that they take part in an activity that involves negotiating with several others to organise their weekend social schedule. Hand out the activity sheet and ask them to write three things they would like to do alongside the bullet points. Explain that the students must move around

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			<p>and arrange all their activities with a number of other students. Model the activity with a volunteer, revising ways to accept, decline, negotiate times or activities. Set a time limit; for example, 15 minutes. Monitor to check students are using the target language correctly. On completion, ask some students to read their sentences. (Formative assessment)</p> <ol style="list-style-type: none"> Instruct students to write their weekend schedule in complete sentences on the reverse of the worksheet. Ensure they give correctly formed sentences by writing an example on the board. Access a sample of the activity sheet template that is set out as an hourly planner in order to practise time phrases. (Formative assessment) Use the previous text produced by the students to revise the present perfect tense by having students rewrite their weekend activities in the <i>passato prossimo</i>. (Formative assessment) Extend opportunities for revision of sharing information about the weekend in the present perfect tense by: <ul style="list-style-type: none"> asking the students to read to their partner a sentence, in turn, from the account of Veronica's weekend and to work out the events. (http://www.oneworlditaliano.com/video_corso_di_italiano/lezione_21.htm). assisting students to complete the listening and speaking tasks accompanying the audiovisual text <i>Il fine settimana di Luca e di Maria Grazia</i> (https://www.education.vic.gov.au/languagesonline/italian/sect36/index.htm). If necessary, simplify the first task in activity (b) by writing possible answers. For task two, given that the verbs are listed in the infinitive form, ask what sound they should listen for to alert them to past participles (-ato, -uto, -ito). Have students highlight the irregular verbs. Confirm with students how they would go about finding a past participle in an Italian/English dictionary projecting Maria's forum post onto an interactive whiteboard and, after asking students to read the text aloud, have them write a response. Remind students that, as well as answering her question <i>E tu, che cosa fai di solito nel fine settimana?</i>, they are to add a paragraph detailing the events of the last weekend, enjoyable and less so, remembering to use adjectives and adverbs to enhance their writing (https://www.rocketlanguages.com/forum/conversation-in-italian/che-cosa-hai-fatto-nel-fine-settimana/). (Formative assessment)
7		<p><i>Di nuovo le vacanze</i></p> <p>Students integrate and celebrate their learning in this focus to create and play team games that recall structures and vocabulary related to the next focus, <i>Festeggiamo all'italiana!</i></p> <p>Learning objectives:</p> <ul style="list-style-type: none"> create a board game for peers, integrating the semester's language structures and context follow the rules, play and give constructive feedback in Italian about each game complete a KWL organiser as a lead in to the context of celebrations; review dates and common celebrations through interactive online games. 	<ol style="list-style-type: none"> Provide students with time and resources to create a board game which features the language structures from the semester in an engaging and accessible format. Ideas and templates can be accessed from https://www.toolsforeducators.com/boardgames. Let students know whether they are responsible for making or bringing accessories such as counters and dice. Students will be able to play the created games, in a rotation, in the following week, after formal assessment has been completed. (Formative assessment) Prepare students for the administration of the assessment <i>Usciamo insieme?</i> (https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities)
8			<ol style="list-style-type: none"> Organise the classroom into 'stations' to facilitate board game trials. At each station, students set up a game, and a sheet of paper for feedback. Allow about 10 minutes to play each game and three minutes to write a comment; for example, <i>Mi piace perchè non è troppo difficile</i>. Continue rotation in order for students to play each game. Inform students that the next focus will be <i>Festeggiamo all'italiana!</i> Blackboard the types of language structures/phrases they think might be useful.

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			<p>3. Assist students to complete a KWL (Know/Want to know/Learned) organiser, into three columns: <i>Lo so</i>, <i>Vorrei sapere</i> and <i>Ho imparato</i> on the theme of <i>Festeggiamo all'italiana!</i> Give students five minutes to note cultural aspects they know about celebrating in Italy. Lead discussion with class about this section. Allow five minutes for them to write what they would like to know or be able to say and do.</p> <p>4. Complete activities reviewing dates and common celebrations on Languages Online Section 26–2, 26–4, 27–3 to 5 (https://www.education.vic.gov.au/languagesonline/italian/sect26/index.htm and https://www.education.vic.gov.au/languagesonline/italian/sect27/index.htm).</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in interactions, seeking and sharing information about weekend plans and recollections, using modelled phrases correctly ▪ participate in conversations involving extending invitations, negotiating plans and accepting and declining suggestions ▪ extract and interpret information about people’s weekend activities in the near future and recent past from a range of multimodal texts ▪ use simple present tense and perfect tense (<i>io, tu, lui/lei, noi</i>), a range of regular adjectives and selected adverbs with attention to accuracy in written form and pronunciation ▪ produce an email, a blog post and a board game, following text type conventions and making maximum use of the target language. • Summative assessment using the following task: <i>Usciamo insieme?</i> Oral performance – participate in a role play.

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Term 3			
1	<p>Communicating</p> <p>Initiate interactions with their teacher and peers orally and in writing to exchange information and relate experiences about free time; for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/Non mi piace la musica classica.; Sabato ho incontrato i miei amici al centro commerciale.; Quando fa bel tempo vado al mare.</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places; for example, <i>È mio fratello – è molto simpatico.; E tu?; È vero.; Davvero?; Non sono d'accordo.; Va bene.; Bravissimo!; Eccezionale!; Preferisco ...; Mi piace/piacciono ...; Non mi piace/piacciono ...</i></p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event</p> <p>Gather, compare and respond to information and supporting details from a range of spoken, written and visual texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate spoken, written and visual texts, to suit specific audiences and contexts</p> <p>Share and compare responses to characters, events and ideas and identify cultural elements in imaginative texts</p> <p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p> <p>Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning; for example, explaining the use of idioms; for example, <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i></p>	<p><i>Festeggiamo all'italiana!</i></p> <p>Students relate and exchange experiences and opinions about celebrations, past and present, and investigate how Italians celebrate special events.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> reflect on elements of celebration common across cultures categorise important Italian events by date and type of celebration play games demonstrating understanding of symbols and rituals of celebrations research using a variety of texts and sources to present a written and oral presentation of the how, what, where, when and why of a given observance. 	<ol style="list-style-type: none"> Introduce students to the focus by asking the following reflection questions: Why do people celebrate?; Are celebrations universal or particular to a place?; Are there elements common to all celebrations; for example, food, drink, dance, music, parades, costumes/clothing, fire (works), lights, symbols?; How do you feel in the lead up to, when you celebrate, and after an event? Discuss responses. Project the calendar for the current year, including days of significance in Italy, onto the whiteboard (https://www.timeanddate.com). Ask students to translate the dates and as many of the holidays as they can. Set a time limit for students to find the remaining words in an Italian/English dictionary. Check for understanding. Show the audiovisual text <i>Le Feste italiane</i> (https://youtu.be/9-ewFPv62Ws) which summarises some important celebrations. Ask students to give the gist of the text and to indicate the dates they recognise. Ask students to retrieve last term's KWL sheet which was used to brainstorm the theme celebrations. They then add, to those already listed, the 'new' holidays and use a key of their choice to categorise them into <i>Festa universale</i> or <i>culturale (solo in Italia)</i>; <i>religiosa</i> or <i>civile</i>; <i>personale</i> or <i>nazionale</i>; <i>unica</i> (for example, rites of passage, birth, baptism, marriage) or <i>ricorrente</i>. Note that some dates will fit into more than one category. This gives them a comprehensive list of dates and events they can draw upon for different tasks. Select students who will write <i>Oggi è la festa di ...</i> on the whiteboard, with the date, whenever these observances (including class birthdays) arise. Draw students' attention to the initial discussion where symbols and other common elements of celebrations were mentioned. Play the audiovisual text <i>Le feste italiane in immagini 2</i> which links symbols of the Christmas and the Epiphany period in Italy (https://youtu.be/D7mglayDNH8). Tell students that after they view the text you will ask them to comment on which symbols resonate with them and why others may not. Explain the rules and play the game Guess the holiday. Draw/write one 'clue' at a time; for example, a calendar with a date circled; a wrapped gift; the phrase <i>Tanti auguri</i>; a cake with candles, all of which could signify <i>compleanno</i>/birthday. Ask students to make up their own. Transfer these onto the whiteboard for the class to guess. On the whiteboard, show students the pie chart of results about favourite celebrations, then read with them the forum posts from students who give their opinions and reasons for celebration preferences. Help students with text talk abbreviations where necessary. Explain to students that they will make a celebration mobile. Arrange the class into groups of four. Prepare a 'lucky dip' of Italian celebrations/festival days, one per group, to research (include local events like Fremantle's <i>Blessing of the Fleet</i>; <i>Santa Lucia</i>; <i>San Nicola</i>; <i>Little Italy by the Sea</i>; <i>D'Orsogna</i> Italian; <i>D'Orsogna</i> race day at Ascot). Explain that the mobile should have at least eight cards, each containing a short explanation or dot points mostly in Italian, outlining aspects about the selected celebration or commemoration, with some illustrations. <p>The four investigation foci are:</p> <ol style="list-style-type: none"> Who? and How? (including how children celebrate; any stories/legends that go with the celebration) Why? and What? (reason for/purpose of the celebration; songs, costumes, traditions) Where? and When? (location, date of and history behind the celebration)

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	<p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p> <p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p> <p>Apply features of intonation, pronunciation and writing conventions, for example, understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>)</p>		<p>4. What if? and I wonder ...? (What if you could no longer celebrate something you looked forward to? What would you miss? Consider how important these festivals are to the Italian community in Western Australia and why. How have immigrants' celebrations affected the wider community?)(Formative assessment)</p> <p>9. Provide groups with a question cube to allocate research questions/roles to each member. After clarifying that students understand the task, make available class time, access to the Internet and electronic devices and stationery. You may like to bring to their attention to the resource <i>Festività italiane</i>, where an extensive list of subtitled audiovisual texts, of about three minutes each, is found at (https://www.youtube.com/playlist?list=PLwloexaROQ5SwHVMbnBFJE4R63k1uCCUp).</p>
2	<p>Apply the rules of spelling to writing in a variety of types of texts and contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and elements of the Italian grammatical system, including:</p>		<p>1. After students have completed the writing component of the celebration mobile and have been given time to rehearse, invite each group to present their findings orally to the class. (Formative assessment). Arrange for finished mobiles to be displayed in the school library.</p> <p>2. Support students to create a word search, crossword or other challenge based on celebrations to swap with class members.</p>
3	<p>noticing adjective–noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i></p> <p>expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata.; Non mi piace tanto ballare.</i></p> <p>expressing negation, for example, <i>Noi non guardiamo la televisione.; Non pratico lo sport.</i></p> <p>formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i></p> <p>recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema.</i></p> <p>using plural subject pronouns <i>noi, voi</i> and <i>loro</i></p> <p>using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences, such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per cena.</i></p> <p>using the perfect tense of common verbs, such as <i>essere + andare, avere + vedere</i> and <i>giocare</i> to relate experiences, for example, <i>Domenica pomeriggio Alex ed io siamo andati in città. Abbiamo visto un film e poi abbiamo mangiato una pizza.</i></p>	<p><i>Festeggiamo all'italiana!</i></p> <p>Students relate and exchange experiences and opinions about celebrations, past and present, and investigate how Italians celebrate special events.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> script and perform a role play between two people discussing their families' celebration traditions review writing and speaking about events in the past and present propose a new Italo-Australian holiday with supporting detail using a poster format present a living tableau of a special event. 	<p>1. Revise vocabulary and language structures related to talking about activities and routines in the present tense (<i>io, tu, noi, voi</i> forms), such as, <i>Di solito noi ...; Qualche volta noi ...; Per pranzo, ...; Ogni/La domenica ...; Durante la festa/le feste di ...; Quando festeggiamo ...; E voi, cosa fate? Come festeggiate?</i></p> <p>2. Guide students in scripting and performing a role play, using structures above, about their family's favourite activities, meals, traditions, for a special occasion or festivity. (Formative assessment)</p> <p>3. As a class, discuss the question, Celebrations then and now – Do celebrations and your attitudes/feelings towards them change over time? Model a compare and contrast matrix to organise an audiovisual presentation about a celebration seen both through younger eyes, and at students' present age; for example, <i>Natale – reazione a Babbo Natale; regali preferiti; festeggiato con .../a .../come?; i miei sentimenti.</i> (Formative assessment) As an introduction view the audiovisual text <i>Il Natale da PICCOLI vs il Natale da GRANDI</i> (https://youtu.be/EGNPRDd10c8).</p> <p>4. Ask students to consider our multicultural makeup in Australia and how celebrations help bring people together. March 26 is <i>Make Up Your Own Holiday Day</i> (https://www.timeanddate.com/holidays/fun/make-up-your-own-holiday-day). Display some online posters/flyers about Italian festivals in Australia. Challenge students Individually or in groups to create a new holiday to celebrate Italy within Australia and address the following in a poster: When, where and how would it be celebrated?; Would there be a symbol or mascot to represent it? (Formative assessment)</p>
4		<p><i>Festeggiamo all'italiana!</i></p> <p>Students review vocabulary and language structures relating to birthdays; examine cultural aspects of birthdays; revise structures to decode, write and respond to invitations.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> revise dates and ask/say birth dates read jokes about birthdays and discuss whether humour is cross-cultural 	<p>1. Ask students to form pairs or groups and, without speaking, re-enact a scene or create a tableau of a special celebration. The rest of the class watches and calls out their interpretation; for example, <i>È Capodanno?; È Pasqua?</i> and what clues they picked up; for example, <i>Ho visto soffiare le candeline e mangiare una torta.</i></p> <p>2. Select students to write the months of the year and Italian words for numbers from 1 to 31 in order. Ask students to stand and listen to the question <i>Chi compie gli anni in gennaio</i> (month)? Students who have a birthday in that month respond <i>Il mio compleanno è il _____ gennaio</i> and sit. Ask the question for each month, following the procedure. When all are seated, call out the months in random order. As they hear their month, students should group together and wait. They say the date of their birthday and arrange themselves in date order. Groups walk around saying their month, and organise themselves in a</p>

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
	<p>Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures</p> <p>Understand how Italian texts use language in ways that create different effects and suit different audiences</p> <p>Understand that the Italian language is used differently in different contexts and situations</p> <p>Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge</p> <p>Understand that language and culture are integral to the nature of identity and communication</p>	<ul style="list-style-type: none"> extract information about the types of parties favoured by Italian children their age, including preferred gifts, party themes revise structures to invite, accept and decline in the context of birthdays suggest gifts for themselves and others and justify their choice use a variety of adjectives to describe gifts they have been given. 	<p>continuous line around the room. Teacher asks first person <i>Quand'è il tuo compleanno?</i> The student answers and poses the question in Italian to the next person until all students have asked and responded. (Formative assessment)</p> <ol style="list-style-type: none"> As a class, discuss any traditions they know about birthdays and ask, 'Do you think Italian children and adults celebrate differently?' View together the text, <i>Le feste</i> about birthdays and discuss similarities and differences to their expectations and answer related questions from <i>La vita sociale e la famiglia-L-Pack</i> (http://www.l-pack.eu/wp/wp-content/uploads/2012/02/Modulo_2_it, text at page 22, questions on page 24). Present a variety of jokes for students to read and discuss whether the humour, as well as the content, translates into English (http://www.barzelle.net/img/67/festa-compleanno-neonato-tre-amiche-mamma-avvicinano-festeggiato-p-16681.png or http://www.filastrocche.it/contenuti/quant-anni-hai/ or http://www.filastrocche.it/contenuti/regali-di-compleanno/ or https://i.pinimg.com/originals/8b/7c/28/8b7c2870905827d6ead523cf351c9189.jpg). Ask students to search online for someone who celebrates their birthday on the same day/month they do. Award points if they can report in Italian the name, date and reason why this person is well-known. (Formative assessment)
5			<ol style="list-style-type: none"> Prepare a cloze activity using the audiovisual text <i>Being Italian: An Italian birthday party</i> (https://www.enhancetv.com.au/). After checking results with students, ask them to identify the types of interactions which occurred at the party; for example, showing appreciation and thanking, asking for things and table manners. Guide students in colour-coding the transcript with the utterances belonging in each interaction type. In the text <i>Being Italian</i>, Buki's party was held in <i>un parco</i>. Have students volunteer as many possible party locations in Italian as they can and record these on the interactive whiteboard. Initiate a dictionary activity where students search for other preferred party locations and add these to the list. As a class, discuss the difficulties and pitfalls of translating literally. Play a game practising brainstormed locations where students take turns to throw a ball to another person asking; for example, <i>Vuoi venire alla mia festa di compleanno allo zoo?</i> The catcher replies, accepting or declining the invitation; for example, <i>Che idea eccezionale!/Sì, grazie mille!</i>, or <i>Mi dispiace, ma non posso/Tanti auguri, ma non posso</i>. (Formative assessment) Present students with examples of party invitations. Read the invitations together to identify the purpose, (to invite someone to a birthday party), also paying attention to how the text content is developed and the information is sequenced. Locate the main ideas and supporting detail, such as, the date, time and location of the party. Extract any other information, such as, whether it is a surprise or fancy dress party, and if entertainment is provided. Using the interactive whiteboard to project the process and result, model writing a party invitation, using Buki's party as the focus. Prepare a reading for information activity consisting of two or three invitations in Italian from which students extract all the party details, and an invitation to a birthday party, in English, which students translate and present as an invitation in Italian, with decorations to complement the theme. (Formative assessment)

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6			<ol style="list-style-type: none"> 1. Brainstorm vocabulary for items that would be suitable gifts for an 11 or a 12 year old. Ask students if they are aware of any superstitions regarding gift-giving in their culture and across cultures. Provide students with access to the Gift-giving in English cultures quiz (http://www.esljigsaws.com/blog/top-12-tips-for-gift-giving-in-english-cultures/) or prepare a bag from which you take out the items mentioned one at the time, asking if students know why each is considered unsuitable in Italian culture. 2. Use the interactive whiteboard to project the e-shopping site of gifts suitable for 7–12 year olds (https://www.giocattoliceativi.it/giocattoli/oltre-12-anni.html?age=30). After reviewing language structures relating to giving opinions and stating preferences, invite students to express their preferences from the ideas; for example, <i>Mi piace 'Che scenziato sei', ma costa troppo!</i>; <i>Preferisco 'Smart Robot' perchè costa 18 euro.</i> 3. Prepare information gap stimulus cards A and B to facilitate a role play interaction where two students practise negotiations for a gift to give a third person. (Formative assessment) 4. Ask students to read the forum posts about favourite gifts (https://www.ilgomitolo.net/forum/festiviita/discussione645.html?smileys=1&pag=1). Then direct students to watch the audiovisual text <i>Feste e compleanno</i> (https://youtu.be/b2HjaUM9H1c). Provide activities to practise the structure <i>Il regalo più _____ mai ricevuto(a) è stato(a) _____</i>. Begin; for example, a chain game by adding the adjective <i>strano</i> to the sentence and stating a strange gift, point to a second person who must repeat the sentence and add another strange gift, continuing until someone makes a mistake. Vary the game by changing the adjective; for example, <i>bello, interessante, memorabile, inaspettato</i>. 5. Introduce students to the writing activity <i>Who wants a ...?</i> Tell students to think of a (hypothetical) gift for each member of the class. Supply each student with a three column table. The first column lists the students in the class. Provide a wider second column for the gift and reason for choosing it, and a third column for the 'donor's' name. Students list a gift which they think would appeal to each class member and give a reason; for example, <i>Jake/una palla da calcio/perché lui gioca a pallone/da Alana</i>. Teacher provides a paper bag (with name on front) for each class member. Students carefully cut the strips of the table and place the slips into relevant gift bags. (Formative assessment) 6. Ask students to read all their gifts, and relate to the class an opinion by expressing a sentence (or more) as practised in activity 4.
7		<p><i>Festeggiamo all'italiana!</i></p> <p>Students use acquired vocabulary, language structures, cultural knowledge and insight into a person's preferences to complete a collaborative activity (planning a birthday party).</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • review structures for enquiring about people's likes, dislikes and preferences • review vocabulary, language structures and cultural aspects relating to celebrations • adapt an imaginative text to create an alternate version for an audience of younger students (and parents and teachers). 	<ol style="list-style-type: none"> 1. After having modelled/revised email conventions, conduct a guided writing session involving explaining party details to a friend, and responding to the information by both declining (with a reason), and accepting and asking for more information/clarification. 2. Allocate students to pairs and give Student A an information sheet (in English) explaining the details of a friend's birthday party, which encourages him/her to bring a friend. Student A will write an email to their partner, inviting them and explaining the key aspects of the party. Student B reads the email invitation and replies based on the information they have on their worksheet. This worksheet has information about Student B's situation. Perhaps Student B cannot make it to the party until later, or maybe they want to make a gift suggestion, ask what time the party ends, or ask where to meet and transport details. While Student A is writing the email, Student B could be reading a text about parties questions from <i>La vita sociale e la famiglia-L-Pack</i> (http://www.l-pack.eu/wp/wp-content/uploads/2012/02/Modulo_2_it, page 22 provides writing responses to questions and vice versa). (Formative assessment)

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
8			<ol style="list-style-type: none"> 1. Students are given the task of planning the ideal birthday party for the teacher. In groups, they prepare with questions to ask in order to find out; for example, the teacher’s birthdate, ideal party location, the theme, likes, dislikes and preferences. As the teacher gives a response, groups record the answers. Groups discuss the responses and write a proposal to read to the teacher and the rest of the class. Teacher chooses the ‘winning’ party proposal. 2. Before the collaborative question writing and discussion, write on the board and talk through a structure with the students; for example, <i>Per il compleanno del(la) maestro(a) il ____ (date) ____ proponiamo una festa al tema ‘Anni 60’; Vestiti e musica – anni 60; Dopo scuola dalle 3 alle 4 30; Menù a sorpresa – I ragazzi portano una bottiglia di acqua o succo di frutta, le ragazze un piatto di qualcosa deliziosa; Il regalo che proponiamo è ____.</i> 3. Prepare some slides or acquire a copy of the book <i>Il compleanno del Signor Guglielmo</i> by A. Vaugelade, trans. F. Rocca. The summary of plot and some visuals are available at http://gallinevolanti.com/compleanno-del-signor-guglielmo/. Show students the cover page and have them identify the creatures. Ask students to predict the story. Have students listen to the story twice and, besides the gist of the plot, direct their focus to extracting details, such as, one or more characters’ food wishes and the repeated ‘verse’. Next, students predict what happens in terms of character appearance, plot development and resolution. Read the rest of the book to the class and compare results, as well as brainstorm additional characters. Students write a paragraph for each character including the recurring verse (teacher might write the ‘bridging’ narration). Students listen to the text before rehearsing and presenting the story to another class, or at the Italian Day in Term 4 (https://youtu.be/h9Fk7gELlog). (Formative assessment) 4. Explain procedure and play Jeopardy game where students select categories and answer questions organised in ascending difficulty: correcting spelling errors, rearranging letters, identifying symbols, to review vocabulary and language structures about celebrations under headings, such as, <i>Feste, Regali, Locali, Date, Divertimento, Un pò di tutto!</i> <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using checklists and notes indicating how students: <ul style="list-style-type: none"> ▪ create a collaborative, researched summary of the origins, customs, and other elements of a selected celebration ▪ participate in conversations and produce written texts involving extending, accepting and declining party invitations; and share information about their family celebration customs and rituals ▪ extract and interpret from a range of multimodal texts information about people’s birthday party theme, gift, entertainment and other preferences to apply to a variety of purposes ▪ use simple present tense and perfect tense (<i>io, tu, lui/lei, noi and voi</i>), a range of regular adjectives and acquired party vocabulary structures with attention to accuracy in written form and pronunciation ▪ produce an audiovisual display, a ‘new holiday’ poster, an email and birthday party proposal following text type conventions and making maximum use of the target language ▪ work collaboratively to gather information to facilitate planning a birthday party ▪ adapt an imaginative text to create an alternate version for an audience of younger students (and parents/teachers).

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Term 4			
1	<p>Communicating</p> <p>Initiate interactions with their teacher and peers orally and in writing to exchange information and relate experiences about free time, for example, <i>La sera faccio i compiti e gioco ai video giochi. E tu, cosa fai la sera dopo cena?; Quale sport fai il weekend?; Mi piace/Non mi piace la musica classica.; Sabato ho incontrato i miei amici al centro commerciale.; Quando fa bel tempo vado al mare.</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences about people, things and places, for example, <i>È mio fratello – è molto simpatico.; E tu?; È vero.; Davvero?; Non sono d'accordo.; Va bene.; Bravissimo!; Eccezionale!; Preferisco ...; Mi piace/piacciono ...; Non mi piace/piacciono ...</i></p> <p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Italian, developing projects or budgeting for a shared event</p> <p>Gather, compare and respond to information and supporting details from a range of spoken, written and visual texts related to their personal and social worlds</p> <p>Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate spoken, written and visual texts, to suit specific audiences and contexts</p> <p>Share and compare responses to characters, events and ideas and identify cultural elements in imaginative texts</p> <p>Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts</p> <p>Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms, for example, <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i></p>	<p><i>Festeggiamo: Evviva l'Italiano!</i></p> <p>Students negotiate, plan and produce items/activities to showcase their learning in Italian to the school/local community.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • suggest possible activities for Italian day and rate their pros and cons • recruit group members and negotiate the item or activity they will present • draft proposals for class and teacher feedback • examine flyer samples and produce own to advertise Italian Day • write a descriptive paragraph about oneself to accompany a baby photo • research and deliver an audiovisual presentation about a famous Italian • view and respond to various texts relating to recipes and write a simple recipe • rehearse and perform a rap/rhyme to engage and involve an audience • examine and adapt an English news article to produce a bilingual version of the text • rehearse and present a verbal invitation to a special event. 	<ol style="list-style-type: none"> 1. Explain to students that their focus over the next four/five weeks will be to negotiate, plan and rehearse special activities to present at the school's Italian Day. They will use Italian in fun and practical ways, and share their successes with others in the school community, while engaging and entertaining them. 2. Brainstorm and list ideas, such as short performances, cooking demonstrations, teaching a game; for example, Draw like Leonardo, Guess who the baby is competition, with descriptions in Italian, and <i>l'Italia ha talent</i>. Place all ideas on large sheets of butcher's paper, and have the class decide (tick/cross) whether each idea is feasible according to the following criteria: <i>è fattibile; è divertente; è educativo; usa l'italiano; non costa troppo.</i> 3. Give students five minutes to approach others in the class to enquire <i>Che ne dici di fare qualcosa insieme? or Che ne dici se facciamo un gruppo?</i> Once groups are formed, allow students 20–25 minutes to discuss in Italian their likes, dislikes and preferences about the listed activities or to make suggestions, such as, <i>Cosa facciamo? Che ne dici se prepariamo un tiramisù?</i>, and respond by accepting, declining or suggesting and negotiating a variation on the idea. Students assess whether if their idea satisfies most of the criteria outlined in activity 2. 4. Ask groups to begin with the structure <i>Il nostro gruppo propone ... or Noi proponiamo di ...</i> and use an Italian/English dictionary to write a proposal. Each group presents its proposal verbally to the class, as the teacher notes the ideas on the board. As a class, assess whether <i>Abbiamo poco/abbastanza varietà?</i> in order to finalise which items to include in the activities. 5. On the interactive whiteboard write <i>Impegno Cooperazione e Creatività</i>. Discuss show essential these are to ensuring a successful outcome; that regardless of their group's choice of item, all students will explore and rehearse aspects of each type of item, and everyone will contribute to publicity, photos, participation and post-event write-ups. 6. Show students a variety of promotional flyers of open days and family fun days. Ask students to comment on how the essential information (5Ws) is presented in a concise and eye-catching manner on a <i>locandina</i>/poster, and to extract important elements and useful phrases. Examples of <i>locandine</i> can be found at <ul style="list-style-type: none"> • http://www.ic9bo.it/joomla/news-istituto-2012-13/archivio/attivita-2012-2013/grande-festa-di-fine-anno.html • https://www.ic4stefanini.edu.it/index.php/aree-riservate/area-genitori/124-circolari-e-comunicazioni/2523-100-open-day-scuola-secondaria-di-1-stefanini 7. Having confirmed the types of entertainment to be included, ask each student to produce a flyer in simple Italian, with visuals, to advertise the event. Provide opportunity to use technology if preferred. All flyers will be used, with the best being used to 'launch' the event in the school newsletter. (Formative assessment) Ask students to bring a baby photo of themselves to the next session (with parental consent).
2	<p>Translate and interpret short texts from Italian to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning, for example, explaining the use of idioms, for example, <i>Diamoci del tu!; Dai!; Via!; Evviva!; Non vedo l'ora!</i></p>		<ol style="list-style-type: none"> 1. Advise students that they will recycle familiar vocabulary and language structures to write a simple description of their physical features, personality, family members, pets, likes and dislikes, to accompany their photo for use in the <i>Indovina chi è?</i> baby photo competition for Italian Day. 2. Read the descriptions to the class who try to guess the identities.

Week	Western Australian Curriculum Content	Focus	Suggested teaching and learning experiences, including assessment points
	<p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages or limitations of each resource</p> <p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p> <p>Understanding</p>		<ol style="list-style-type: none"> 3. Ask students to research a famous Italian, living or dead, and write a short summary of his/her achievements. This will be used for the presentation <i>l'Italia ha talento</i>. Since the school community may not have much experience in Italian, students could write most of their presentation in English and use as many cognates as possible; for example, <i>Lui è atleta/sportivo/artista/famoso/attore/musicista/storico</i>. Presenting their information with visuals, such as a slide demonstration, is ideal. (Formative assessment) 4. Model an example by doing a presentation about Da Vinci then conclude with an audience participation segment where the students draw <i>La Gioconda nel 2019</i> (see template and some results at https://www.pinterest.com.au/pin/559431584943923464/).
3	<p>Apply features of intonation, pronunciation and writing conventions, for example, understanding that there are both grave accents (<i>è</i>) and acute accents (<i>perché</i>)</p> <p>Apply the rules of spelling to writing in a variety of types of texts and contexts</p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> • noticing adjective–noun agreement, for example, <i>le riviste sportive; la musica classica; i video giochi nuovi</i> • expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata.; Non mi piace tanto ballare.</i> • expressing negation, for example, <i>Noi non guardiamo la televisione.; Non pratico lo sport.</i> • formulating questions and requests, for example, <i>Cosa fai il weekend?; Dove andiamo stasera?</i> • recognising the position of adverbs in sentences, for example, <i>Non vado mai in città/al cinema.</i> • using plural subject pronouns <i>noi, voi</i> and <i>loro</i> • using all forms of the present tense of regular and some irregular verbs to present situations and events, including those in the immediate future, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences, such as <i>Ti piace giocare a carte o preferisci giocare a pallone?; Domani sera andiamo al ristorante per cena.</i> 		<ol style="list-style-type: none"> 1. Model a 'cooking' demonstration, having asked students to listen for and write the verbs used, such as, <i>mescolare, aggiungere, rotolare</i>. Prepare a script by simplifying the text for a recipe, such as, <i>Salame di cioccolato senza uova</i> (https://www.tavolartegusto.it/ricetta/salame-di-cioccolato-senza-uova/). Ask students to call out the verbs they hear and the actions that accompany them. Drill vocabulary; for example, by having students do the actions when the teacher calls out a verb, then reverse and ask for the verb when teacher does the actions. 2. Prepare a cloze version of the recipe where the students replace the missing verbs and familiar ingredient vocabulary. 3. Ask students to write instructions for an everyday recipe; for example, a fruit smoothie (<i>frullato di frutta</i>) or a ham and cheese toastie (<i>crostone di pane al formaggio e prosciutto cotto</i>). (Formative assessment) 4. As a class, discuss how body language and tone of voice convey a message, especially when there is a language gap, and how they enhance the listener's/viewer's experience during a performance; for example, actions during cooking demonstration. Students will now put that into use by revisiting the rap song/rhyme written in Term 1. Form groups of 4 or 6 and, out of view of other groups, take 15 minutes to rehearse reciting/singing verse and doing actions. Groups then present their rap to the class in an engaging manner. The rest of the class gives constructive feedback, such as, <i>Bravissimi! Eccezionale!; Va bene, ma troppo veloce/poco entusiasmo.; Scusa, non sono d'accordo.</i> After which, the <i>salame</i> will be ready for sampling. 5. Ask students to complete their <i>l'Italia ha talento</i> audiovisual texts and deliver their presentation to the class. (Formative assessment) Ask students to confer with fellow group members about materials to bring in order to begin/continue work on their group's Italian Day item.
4	<p>Build a metalanguage in Italian to describe patterns, grammatical rules and variations in language structures</p>		<ol style="list-style-type: none"> 1. Arrange for students to work in chosen groups to prepare the item/event they have nominated to contribute to Italian Day. Circulate, giving assistance if necessary, making sure Italian is being used as much as possible in the process and in the evolving product. At opportune times during this, and the next week's lessons, suspend group activity to work on the product. 2. After making clear what each activity entails, survey students about their preferences to assist with verbal publicity, take and caption photos, and produce post-event write ups. Students can express their intentions in structures, such as, <i>Veramente, non mi piace parlare, preferisco scrivere; Mi piace molto scattare le foto. Dai, Marco, fotografiamo insieme!; Mi dispiace signora, non so cosa fare!</i> 3. Display a sample article and accompanying photos of an Italian Day. After underlining main points together, elicit suggestions from students about how they would caption the photos, and re-write the article(s) in simple Italian, in order to produce a bilingual text (samples at http://greenvaleps.vic.edu.au/italian-week/, http://khps.vic.edu.au/project/italian-week-2017/). This

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	<p>Understand how Italian texts use language in ways that create different effects and suit different audiences</p> <p>Understand that the Italian language is used differently in different contexts and situations</p> <p>Understand that the Italian language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge</p> <p>Understand that language and culture are integral to the nature of identity and communication</p>		<p>activity is in preparation for the post-Italian Day write up which the students will do for the school newsletter and any other appropriate medium.</p> <ol style="list-style-type: none"> Select one student's flyer from Week 1 and project it onto the interactive whiteboard. It will be used as the 'script' for PA announcements and/or classroom-to-classroom publicity of the up-coming event. Elicit class input in evaluating whether it is 'younger-student friendly' and adapting text if needed. Students copy the final version and, after listening to teacher modelling, take time to practise reading with attention to pace, expression, and accurate and clear pronunciation. (Formative assessment) Recruit some students to make a <i>Mi piace poco/molto/moltissimo</i> rating sheet; for example, using paper pinned on a room divider, for people at Italian Day to record their feedback. Use visuals, such as a smiley emoji, to illustrate meaning.
5			<ol style="list-style-type: none"> Support students to complete activities from the previous week and/or begin next focus. <p>Assessment</p> <ul style="list-style-type: none"> Formative assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> produce a flyer for the school community advertising a coming event produce and present a researched audiovisual account of the achievements of a famous Italian write a recipe for a simple every day dish deliver a spoken invitation to a special event based on a prepared script work collaboratively to suggest, negotiate and produce items for Italian Day.
6		<p><i>Festeggiamo! Addio, scuola primaria!</i></p> <p>Students negotiate details and make arrangements for a collaborative event (graduation party).</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> examine text detailing 10 things to do on the last day of school brainstorm graduation party requirements and negotiate responsibilities collaboratively prepare and run a survey to check class preferences reflect on and compare party experiences in both cultures write a complimentary sentence in appreciation of each class member examine a variety of texts to compare how conflicting feelings about the end of school are expressed compose a five senses poem illustrating that conflict write and record a short text expressing where students see themselves 20 years in the future read a series of end-of-year dedications and choose one to memorise re-order a dialogue recounting the events at a party in a silent shuffle activity 	<ol style="list-style-type: none"> Show students the article '10 things to do on the last day of school' (https://www.focusjunior.it/scuola/10-cose-da-fare-lultimo-giorno-di-scuola/). Ask students to summarise each idea. Discuss what age group is being targeted, and if it was written by an adult or a younger person. Explain <i>la bidella</i> and <i>i commesi</i>. Inform students that they will plan collaboratively idea seven, a party for their primary school graduation. Lead a brainstorm of ideas about what needs to be done when organising a party. Elicit and write on the interactive whiteboard <i>Da organizzare: spuntini, bevande, musica, giochi, poster invito, decorazioni e sacchettino ricordi</i>. Similar to the teacher's birthday party task (Term 2), students volunteer to take on one of the responsibilities in groups, and begin by compiling and conducting a survey on class likes, dislikes and preferences in their area of responsibility. Remind students that all questions and responses must be in Italian. After outlining the process, make opportunities for groups to: <ul style="list-style-type: none"> discuss results of their survey, recycling practised language structures for making suggestions and negotiating write a proposed list of requirements for their area (<i>lista bisogni e richieste</i>), including costs where possible. <p>After reviewing all proposals and allocating stationery and budget (if appropriate), specify the time frame available/deadline for each group to check in with progress to date.</p> Play the audiovisual text <i>Una festa</i> and ask students to listen to and view a representation of a social exchange (without subtitles) at a party (from <i>Progetto italiano</i>, Episode 4, https://youtu.be/pxml7zq64ug). As a class, discuss the purpose of the exchange and the main ideas,

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		<ul style="list-style-type: none"> write and perform a role play where the participants discuss the events of their graduation party. 	<p>including reflecting on party experience in both cultures. Discuss some cultural observations (http://www.edilingua.it/Upload/trascriziVideo_1.pdf - page 7).</p> <p>5. Distribute a lunch bag size paper bag to each student (and one for the teacher). This will become their <i>sacchettino ricordi</i>. Students write their name on the front and decorate/personalise the bag. Explain to students that they are to make a <i>bigliettino</i> (Formative assessment) for each member of the class, writing a compliment like <i>(Name), il tuo senso di umorismo è eccezionale! (Name), mi piace che il tuo panino preferito è con la Nutella!; (Name), mi piace moltissimo quando chattiamo insieme!; (Name), buona fortuna nel 2022 alla scuola secondaria!</i> Provide sheets of coloured paper/card for good copies, (perhaps a jigsaw template with about 30 pieces) decorative edged scissors. Check sheet for anecdotal assessment (note that students may wish to keep the teacher's <i>bigliettino</i> a surprise) and ensure the content is appropriate before allowing students to cut pieces and place into individuals' bags. Print and customise a diploma template per student as a personal addition from (https://maestramary.altervista.org/).</p>
7			<ol style="list-style-type: none"> Provide opportunities for students to continue the party organisation as per the negotiated timeline. Display memes about the last day of school. Discuss the message portrayed, and the tone of the text <i>Ultimo giorno di scuola</i> or <i>Siamo nell'ultimo giorno di scuola e non nel primo di vacanza</i> (https://it.pinterest.com/pin/478155685424553973/?autologin=true, or https://memegenerator.net/instance/23352771/teacher-siamo-nellultimo-giorno-di-scuola-non-nel-primo-di-vacanza). Show students the audiovisual text <i>Il mio ultimo giorno di scuola</i> (https://tg24.sky.it/cronaca/2011/06/23/scuola_ultimo_giorno_youtube_francesco_ferraiuolo_facebook_video.html) and ask them to note the images and mood. Elicit their impressions and responses, compare the text with the memes and ask students to sum up the conflicting feelings. The young man who made the text said <i>«Tutti desideriamo che finisca presto l'anno, ma poi quelle ore, gli ultimi attimi prima che suoni la campanella, sono così densi di malinconia»</i>. Ask students to reflect on what they have seen and heard, and express their feelings about finishing primary school through a Five senses poem, allowing access to English/Italian dictionaries. Model an example, such as, <i>Sento la voce del maestro e l'orologio che fa tic toc, non vedo l'ora di finire, ma quando guardo i miei cari amici che conosco da anni, non mi piace il gusto di 'addio' – è amaro.</i> (Formative assessment) Ask students to project themselves 20 years into the future and prepare a short paragraph in the present tense about where they see themselves; for example, <i>Nel 2039 io sono un pilota internazionale e parlo tre lingue. Mia moglie è fotomodella e noi abbiamo due figli e due cani. Abitiamo a Venezia e a Parigi.</i> Film each student reading their text and play the recordings during the graduation party. (Formative assessment)
8			<ol style="list-style-type: none"> Discuss with students the practice of writing dedications in yearbooks. Italian students often sign and leave such messages in one another's diaries. Some are humorous and light-hearted, others are sentimental and heartfelt. Does the class have any phrases or verses they use? Ask students to read the following popular Italian dedications, and translate and categorise them by tone. <ul style="list-style-type: none"> <i>Amo l'amore, amo la vita, amo la scuola quando è finita!</i> <i>Amica mia, ti auguro il migliore del mondo!</i> <i>Evviva te, evviva me, evviva la scuola quando non c'è!</i> <i>Passano gli anni, passano i guai, ma i veri amici non passano mai!</i> <i>Non dimentico mai il nostro tempo passato in bagno per evitare le lezioni!</i> <i>Ad ogni tuo futuro successo! Auguri e complimenti!</i>

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			<p>Challenge the students to learn one (or more) of the above by heart.</p> <p>2. Prepare silent shuffle sets of text to distribute to students (one set per pair from <i>La vita sociale e la famiglia-L-Pack</i> on page 24 at http://www.l-pack.eu/wp/wp-content/uploads/2012/02/Modulo_2_it). Without speaking, students ‘negotiate’ the order in which they believe the plot points of the recount should proceed. When all students have finished, one pair reads their version. If other students wish to challenge, they should say <i>Non sono/siamo d’accordo</i> and state why. When the discussion is finished, reveal correct sequence (from <i>La vita sociale e la famiglia-L-Pack</i> on page 35 at http://www.l-pack.eu/wp/wp-content/uploads/2012/02/Modulo_2_it).</p> <p>3. Revise perfect tense structures by arranging students in pairs to write and perform a role play where one recounts and exchanges information about their graduation party to a friend who attends another school. If the party is to be held on final day of school, the recount can be about an imaginary, ideal graduation party, or one which had unexpected events. (Formative assessment)</p> <p>Assessment</p> <ul style="list-style-type: none"> • Formative assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ write a sentence giving compliments and expressing appreciation to each class member and the teacher ▪ write a Five senses poem expressing conflicting emotions about finishing primary school ▪ script and record a paragraph predicting where they see themselves in 2039 ▪ learn by heart a popular end of school verse or dedication ▪ script and perform a role play recounting the events of the actual (or an imaginary) graduation party ▪ work collaboratively to negotiate, prepare and deliver on responsibilities in organising the class graduation party.