



SAMPLE TEACHING AND LEARNING OUTLINE

**ITALIAN: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 SEQUENCE)**

Acknowledgement of Country

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

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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.

This resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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

Time allocation on which the outline is based

Two hours of teaching per week, over one year.

Prior knowledge

The sample teaching and learning outline is based on the understanding that in Year 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, and the understanding required of students to communicate in Italian, focusing on extending their oral and written communication skills and their understandings of Italian language and culture. Students increasingly work independently to analyse, reflect on and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding and monitoring. More information related to this curriculum can be found in the Italian: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/italian-7-10>.

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

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

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

Italian: Second Language Year 9 (Years 7–10 sequence) Sample teaching and learning outline

Focus – *Una giornata di sogno* (A dream day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, <i>Quest'anno per il mio compleanno ...; Vuoi venire alla mia festa di compleanno? Sì, certo!/Mi dispiace, non posso/sono impegnato/a.; Come festeggiate il Capodanno? Di solito ci riuniamo con i nostri parenti e amici per la cena.; Usiamo Instagram per condividere delle foto.; Siete andati/e in vacanza quest'estate? Sono andato/a a Broome per dieci giorni.; Cosa fai durante le vacanze di Pasqua?; Cosa fanno gli italiani a Ferragosto? Dove sei andato/a per le vacanze? Sono stato/a dai nonni.</i></p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in an Italian-speaking country, arranging an outing, purchasing souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, <i>(No) Non sono d'accordo.; È una buona idea.; Può ripetersi?; Avete finito?; Posso ...</i></p> <p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present</p>	<p>Understand and use the features of the Italian sound system, through recognising some common interjections, for example, <i>Allora ...; Oh!, E?, Cioè, beh?, boh!, Uffa!</i>, the differences in pronunciation of words with similar spelling, for example, <i>sùbito, subito</i>, and common cognate words in speech, for example, <i>organizzazione, programmare, arrivare</i></p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Italian grammatical system, including:</p> <ul style="list-style-type: none"> using common irregular noun plurals, for example, <i>la città/le città; il dito/le dita</i>, and common collective nouns, for example, <i>la gente</i> beginning to use common regular superlative adjectives, for example, <i>È bellissimo.</i> using adverbs of time and manner, for example, <i>ieri, di solito</i> using articulated or simple prepositions to indicate destinations and directions, for example, <i>in Italia, a Roma, al parco</i> using interrogatives, for example, <i>Come si chiama il tuo migliore amico?; Quando hai cominciato a suonare il flauto?</i> using verbs in the present tense to indicate action in the present (including irregular verbs and reflexives), for example, <i>Ci divertiamo molto insieme.</i> beginning to use verbs in the present perfect tense, for example, <i>Siamo andati al festival sabato.</i> 	<p>Students maintain interactions with peers and known adults orally and in writing to discuss and compare holiday experiences and activities.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Italian: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> consolidating linguistic elements related to interests and activities covered in the Year 8 syllabus; for example, <i>Gioco a calcio ogni domenica.; Amo guardare YouTube.</i> discussing and comparing favourite/popular leisure and holiday activities and places to visit; for example, <i>Cosa ti piace fare/Dove ti piace andare durante le vacanze d'estate? Durante le vacanze mi piace svegliarmi tardi la mattina e uscire con gli amici.; A luglio la mia famiglia va sempre a Bali per una settimana.; Tu cosa fai durante le vacanze di Pasqua?; La mia famiglia, invece, passa la settimana di Pasqua a Rottneest.</i> sharing and comparing information about a day at the beach; for example, <i>Quando vado al mare faccio il bagno e prendo il sole.; Anche tu vai alla spiaggia di Cottesloe?</i> talking about the weather and seasons; for example, <i>Quando fa bel tempo vado in bicicletta.</i> talking/asking about and describing past holiday experiences or narrating a series of events; for example, <i>Durante le vacanze sono andato in Italia. Era una vacanza bellissima.; Ho passato una giornata terribile. La mattina mi sono alzata tardi e non ho fatto la colazione, poi ho perso l'autobus.; E cosa hai fatto dopo?; Ieri ho visto l'ultimo film di Jenna Ortega, era stupendo.</i> participating in classroom discussions and learning experiences; for example, <i>Cosa pensi/pensaste?; Chi è d'accordo? Mi dispiace, ma non sono d'accordo!; Continuiamo!</i> <p>Discuss with students:</p> <ul style="list-style-type: none"> when Italians have holidays and how this affects the activities they do; for example, <i>mare e montagna, le vacanze di Carnevale, le vacanze di Pasqua and le vacanze di Natale</i> the significance of 15 August (<i>Ferragosto</i>) for Italians, as an example of a cultural concept embedded in a language <i>le canzoni d'estate</i> and <i>le tormentoni</i> such as 'Mohicani' by Boomdabash Rome as a destination for tourists versus living there synonyms for common adjectives, such as <i>bello</i>, and how meaning may change in different contexts the many uses of the verb <i>fare</i>, including idiomatic expressions, such as <i>fare una festa</i> appropriate behaviour and manners when travelling in Italy. In the picture book <i>Mr Chicken arriva a Roma</i> by Leigh Hobbs, Mr Chicken tries to remember his manners. This could lead to discussion about what are 'good manners' and what is considered good manners in Italian culture. Further information can be found online from websites, such as the SBS Cultural Atlas Italian Culture – Etiquette. 	<p>Audiovisual texts Alex & Co. – <i>5 cose da fare durante le vacanze</i> Reduce playback speed to support students https://youtu.be/ZHb5XVFX5XE</p> <p>LearnAmo – Italian expressions to go to the sea! Learn Italian and Speak it as Natives do! Includes information about <i>Ferragosto</i> and vocabulary related to a day at the beach. Subtitles available in English or Italian https://youtu.be/dbQzeokQIYk</p> <p>YouTube <i>Via del Corso A2 – Unità 1, Vacanze ... finite! – Clip culturale: Vacanze italiane</i> https://www.youtube.com/watch?v=hqPwkX2KB-8</p> <p>Fun and Easy Italian – <i>Che Tempo Fa? (lessico italiano)</i> Expressions related to weather https://www.youtube.com/watch?v=CKjrAoeGx7c</p> <p>Lingopie Music – Boomdabash, Baby K – Mohicani (Official Video) https://www.youtube.com/watch?v=7o2HHcb08E1</p> <p>Boomdabash, Baby K – Mohicani (Testo/Lyrics) https://www.youtube.com/watch?v=fNF4dEZtOAM</p> <p><i>Le vacanze di Lucia Pestillo</i> A young girl's description, in the first person singular, of a holiday with family. Includes use of the present perfect (past tense) and adjectives. Autogenerated subtitles can be enabled in settings for support; however, there is no punctuation and some misinterpretations https://www.youtube.com/watch?v=a2WqGeiEM4o</p> <p>Online resources Learn-italian.net Italian lessons for learners – Holiday activities</p>

Focus – Una giornata di sogno (A dream day)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Translate and interpret texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p>	<ul style="list-style-type: none"> learning to use the imperfect tense of verbs in formulaic expressions, such as <i>Il festival era divertente</i>. <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts</p>	<p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: article, conversation, description, discussion, graph, infographic, interview, itinerary, journal entry, note, picture book, poster, role play</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features in texts paraphrasing and simplifying linguistic elements to create new texts. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> practise and consolidate sentence and grammatical structures by completing a range of activities; for example, matching activities and verb <i>tombola</i>, using applications, such as Quizlet and Blooket engage with activities and games in applications, such as Wordwall, to practise vocabulary and grammatical elements related to describing free time activities and holidays develop posters to illustrate and describe each of the seasons and related activities; for example, <i>In estate fa ... È la stagione perfetta per ...</i> develop a poster/infographic, including images and labels/statements in Italian, about a holiday they have had. Include information about the weather, activities they participated in, and facts about the location, such as population, tourist sites. Use the infographic to present their holiday experience to the class listen to Italians discussing their past holidays and present information in different formats explore aspects of Rome as a tourist destination using <i>Mr Chicken arriva a Roma</i> by Leigh Hobbs. The story can be used to introduce/reinforce cultural and grammatical elements, and for vocabulary development; for example: <ul style="list-style-type: none"> research, based on teacher-developed quiz questions, information about Rome and share with the class complete the quiz: Think you know the city of Rome? From the zoo website practise using the: <ul style="list-style-type: none"> present tense by writing an itinerary in Italian for Mr Chicken’s day in Rome present perfect tense by writing a journal entry in Italian about Mr Chicken’s day, including which places he visited and the weather present perfect tense by writing an online article about the famous Australian, Mr Chicken, being in Rome present perfect tense by writing a thank you note to Federica work in pairs to present a role play, in which one student takes the role of Mr Chicken and one the role of another traveller to Rome, to discuss and compare their day in Rome. Students take turns to ask and give information about their day <p>Note: the above activities can be adapted to allow students to share information about the location/holiday of their choice or to explore a location in Western Australia as a holiday destination for Italian speakers</p>	<p>Includes list of 20 sentences (first person singular) for things to do holidays https://www.learn-italian.net/italiantutorial?topic=Holiday%20activities&level=secondary</p> <p>Wordwall – Tempo libero Free time activities https://wordwall.net/resource/25238218/tempo-libero</p> <p><i>Il sito di prof Corsini</i> – How to say what sports you play For revision of use of <i>giocare, fare</i> and <i>andare</i> with sports and activities https://ilsitodiprofcorsini.wordpress.com/41-2/how-to-say-what-sports-you-play</p> <p>Quizlet – Cosa hai fatto durante le vacanze? https://quizlet.com/gb/529885249/cosa-hai-fatto-durante-le-vacanze-flash-cards</p> <p>zoo – Think you know the city of Rome? Quiz https://www.zoo.com/quiz/think-you-know-the-city-rome-quiz</p> <p>Websites</p> <p>Joy of Languages – #37: Fare: the magic verb that will help you sound more Italian http://joyoflanguages.com/italian-verb-fare</p> <p>the Intrepid guide – Top 24 Most Important Verbs in Italian https://www.theintrepidguide.com/most-common-italian-verbs-list/</p> <p>Daily Italian Words – ‘6 Words for ‘Beautiful’ in the Italian Language’ by Heather Broster https://dailyitalianwords.com/words-for-beautiful-in-italian</p> <p>Skuola.net – Cosa fare in vacanza? 10 consigli per non annoiarsi https://www.skuola.net/news/fun/estate-10-cose-da-fare-vacanze-top.html</p> <p>Life in Italy – Best Italian Summer songs of 2022 Contains an explanation of <i>le canzoni tormentoni</i> and a link to the 2021 list, which includes the video clip for <i>Mohicani</i></p>

Focus – *Una giornata di sogno (A dream day)*

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • participate in a structured group discussion, entitled <i>24 ore a Roma/Perth</i> or <i>24 ore al mare</i>, to make suggestions and come to an agreement on how (activities and experiences) to best spend the day. Use modelled structures, such as <i>Sono d'accordo con [name]. Preferisco andare ...; A che ora partiamo?; Chi vuole andare mangiare la pizza a mezzogiorno?</i> • interview native speakers of Italian; for example, assistant teachers and/or exchange students, to find out what holiday destinations and activities are popular with young Italians and use the information to produce an infographic. Compare findings to information provided in resources, such as <i>Cosa fare in vacanza? 10 consigli per non annoiarsi</i> • view the audiovisual clip to an Italian summer song, such as '<i>Mohicani</i>' by Boombash and discuss cultural representations in the clip. Listen to the song and complete a range of activities to reinforce language; for example, translation, ordering and matching activities • view <i>Le vacanze di Lucia Pestillo</i>, or similar, and identify usage of present perfect tense and adjectives by completing a teacher-developed cloze activity, or by playing a game, such as word <i>tombola</i> • view the information about holiday waterparks/resorts on Italian websites focusing on camping and identify vocabulary, expressions and specific information as part of a teacher-developed WebQuest • produce a written or oral description entitled, <i>Una giornata al mare</i> describing a wonderful or horrible day • participate in pairs, in a Side by Side conversation, imagining they are strangers who meet on a bus. One is a local and one is a visiting tourist. They exchange and compare travel information, such as where they have come from, where they are going, their travel experience and plans for the next few days • prepare a description of a fictitious holiday experience based on teacher-developed holiday picture cards. Use notes to prepare two minutes of information/description about the pictures and present orally to the class • complete a formal summative assessment using the following assessment task: <ul style="list-style-type: none"> ▪ <i>Parliamo delle vacanze</i> (Let's talk about the holidays) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending spoken Italian by listening to young Italians being interviewed about their holidays and responding to questions in English and writing a short response in Italian ○ Part B – students demonstrate their skills in speaking in Italian by taking part in a conversation with a teacher discussing their favourite holiday. 	<p>https://lifeinitaly.com/2022-italian-summer-songs/</p> <p>Cultural Atlas – Italian Culture 'Etiquette' by Nina Evason An educational resource providing comprehensive information on the cultural background of Australia's migrant populations https://culturalatlas.sbs.com.au/italian-culture/italian-culture-etiquette#italian-culture-etiquette</p> <p>Modern Language Teachers' Association of Western Australia – Side by Side Includes an explanation of the Side by Side activity and ideas for conversation https://mltawa.asn.au/sidebyside</p> <p>Teacher-developed resources WebQuest – <i>Il top per gli adolescenti!</i></p> <p>Holiday picture cards – sets of four cards depicting activities, places, tourist sites, food, weather, accommodation</p> <p>Cloze activity/<i>tombola</i> – <i>Le vacanze di Lucia Pestillo</i></p> <p>Other resources <i>Mr Chicken arriva a Roma</i> (Mr Chicken arrives in Rome) Hobbs, L. (2015). <i>Mr Chicken arriva a Roma</i>. Allen & Unwin</p> <p>Assessments Accessible on the School Curriculum and Standards Authority website</p> <p><i>Parliamo delle vacanze</i> (Let's talk about the holidays)</p>