Year 4 Syllabus

Year Level Description

Year 4 Italian: Second Language builds on the skills, knowledge and understanding required to communicate in the Italian language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Italian, interacting and socialising with the teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They contribute collaboratively to class experiences that involve asking for help, clarification and permission, solving problems and sharing decisions. Students locate and process factual information in written, spoken and multimodal texts and gather and convey factual information and short descriptions from familiar texts related to their personal and social worlds. They participate in and respond to a range of imaginative texts, discuss messages and make statements about characters or themes. Students create and perform short imaginative texts that allow for exploration and enjoyment of language and cultural expression, using familiar expressions and modelled language.

Students become familiar with the systems of the Italian language, developing pronunciation and intonation in Italian and recognise some of the rules of spelling and punctuation. They notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts such as learning to conjugate common regular and irregular verbs in the singular (io/tu/lui/lei) in the present tense, to generate language for a range of purposeful interactions. Students begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English.

Students are encouraged to define their Italian learning experiences and

make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to include familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Italian as much as possible for social interactions and in learning tasks.

Communicating

SOCIALISING

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, Arrivo a scuola alle otto; Il sabato gioco a pallacanestro; La domenica mio fratello va alla spiaggia; Tu hai la classe di matematica questo pomeriggio?; Giochi domani? Sì/No/Forse; Amo lo sport e le vacanze – ma la mia amica adora la musica!

Understanding

SYSTEMS OF LANGUAGE

Develop pronunciation and intonation in Italian, for example, sc followed by h or i/e (schiavo, piscina, pesce) and letter combinations such as gn (in lavagna) and gl (in famiglia)

Recognise some of the rules of spelling and punctuation such as capitalisation rules when writing, including sabato, dicembre (ACLITU032)

🗐 Literacy

ⓒ Critical and creative thinking

- 📄 Literacy
- 🔢 Numeracy
- 💡 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as creating a display or conducting a role play or scenario, science experiments, cooking or craft activities (ACLITC021) (ACLITC022)

- 📄 Literacy
- 🔢 Numeracy
- 💡 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

INFORMING

Locate and process factual information in written, spoken, digital and multimodal texts related to their personal and social worlds

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using gender, singular and plural nouns in the regular form
- using subject pronouns in context, for example, Chi ha finito? Io!
- learning to conjugate common regular and irregular verbs in the singular (io/tu/lui/lei) in the present tense, for example, Io gioco a calcio; Maria gioca a cricket, Anna va al parco con Alberto; Io vado a Albany il weekend
- expressing preferences and reasons for preferences, for example, Mi piace ... perché...; Preferisco...
- using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as

(ACLITC024)

- 📄 Literacy
- 🔢 Numeracy
- 👁‍🗨 Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ♻ Intercultural understanding

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds
(ACLITC025)

- 📄 Literacy
- 👁‍🗨 Information and Communication Technology (ICT) capability
- ⊙ Critical and creative thinking
- 👥 Personal and social capability
- ♻ Intercultural understanding

CREATING

Participate in and respond to a range of imaginative texts, discussing messages and using modelled language to make statements about characters or

primo; secondo; la prima classe

- using simple prepositions to indicate location or direction such as a, in, a sinistra, a destra, sopra, sotto, dietro, for example, a casa; in città; a sinistra; sopra il tavolo
- using suffixes to add nuance, for example, -ino (fratellino, piccolino) or -etto (poveretto, casetta)
- using regular and reflexive verbs as formulaic expressions in the past tense, for example, Mi alzo alle sette; Sono andato/a al cinema alle nove e mezzo
- using simple conjunctions such as e, poi and ma
- recognising and using the names for the days of the week

Begin to develop a metalanguage in Italian for talking about language, using terms similar to those used in English
(ACLITU033)

themes
[(ACLITC026)](#)

- 📄 Literacy
- ⠌ Information and Communication Technology (ICT) capability
- 🅒 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language
[(ACLITC027)](#)

- 📄 Literacy
- ⠌ Information and Communication Technology (ICT) capability
- 🅒 Critical and creative thinking
- 👥 Personal and social capability
- 🔗 Intercultural understanding

TRANSLATING

Translate words, phrases and simple texts to compare meanings and share understandings about

- 📄 Literacy
- 🔢 Numeracy
- 🅒 Critical and creative thinking

Notice differences in familiar texts such as personal, informative and imaginative texts and explain how particular features of such texts help to achieve their purpose
[(ACLITU034)](#)

- 📄 Literacy
- ⠌ Information and Communication Technology (ICT) capability
- 🅒 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand and demonstrate how language use varies according to the participants' age, gender and relationship and the context of use, for example, Ciao Gilda; Buongiorno Signora; Come stai?/Come sta?; Questo/a è ...; Ti presento ... . Piacere!
[(ACLITU035)](#)

- 📄 Literacy
- 🅒 Critical and creative thinking
- 👥 Personal and social capability

aspects of Italian language and culture that are different from English, for example, la mensa scolastica; le vacanze estive; la passeggiata

Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions (ACLITC028)

📄 Literacy

⠶ Information and Communication Technology (ICT) capability

ⓒ Critical and creative thinking

👥 Personal and social capability

🌏 Intercultural understanding

REFLECTING

Notice and describe how language reflects cultural practices and norms
(ACLITC030)

📄 Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

🌏 Intercultural understanding

🌏 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Recognise that Italian is the official language of Italy, the Vatican City, San Marino and parts of Switzerland and is a major community language in other parts of the worlds, including Australia (ACLITU037)

📄 Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

🌏 Intercultural understanding

Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices
(ACLITU038)

📄 Literacy

ⓒ Critical and creative thinking

👥 Personal and social capability

⎯ Ethical understanding

🌏 Intercultural understanding

Achievement standard

At standard, students interact and socialise in Italian using simple descriptive, or expressive modelled language with guidance, to participate in tasks or activities, to ask questions, make statements and to exchange information about aspects of their personal worlds, daily routines at home and school and their interests, such as Il sabato gioco a pallacanestro and Giochi domani? Students locate, process and convey some factual information and simple statements from texts. They respond to imaginative texts, discussing messages, using modelled language to make statements in Italian. They use familiar expressions, simple statements and modelled language to make statements and express opinions, sometimes in Italian, about characters or themes and to create and perform short imaginative texts. Students share meanings and some simple understandings about aspects of Italian language and culture by translating, with some accuracy, familiar words, phrases and simple expressions. They use dictionaries, with guidance, and word lists to translate simple familiar texts and make some observations in English about how language reflects cultural practices and norms.

Students pronounce and write familiar words accurately most of the time and experiment with pronunciation of words containing letter combinations, such as sc, sch, sci, gne and gl, with a satisfactory level of accuracy. They apply some of the rules of spelling and punctuation, such as capitalisation, with some consistency. They use familiar vocabulary and expressions, and apply elements of grammar in simple spoken and written texts, with a satisfactory level of accuracy. They use, in modelled texts, the singular forms of common regular, reflexive and high-frequency irregular verbs in the present tenses, such as Anna va al parco, and the past tense, such as Mi alzo alle sette. Students express preferences and reasons for preferences, tell the time, give the day, date and ages. They use simple prepositions to indicate location and direction. Students talk about language using some

Italian terms with guidance. They make some simple comparisons between features of familiar texts and explain, with guidance, how particular features help to achieve a particular purpose. They list ways that language use may vary due to context and participants, and they list places where Italian is spoken around the world. They identify some vocabulary and expressions that reflect different cultural values and make some connections between culture and language use.

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