

Year 5 Syllabus

Year Level Description

Year 5 Italian: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 4 and focuses on extending their oral and written communication skills and their understandings of Italian language and culture.

Students communicate in Italian, initiating interactions with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or activities and completing transactions. They gather, compare and convey information from a range of spoken, written and multimodal texts related to their personal and social worlds. Students share responses to characters, events and ideas in imaginative texts and make connections with their own experience and feelings. They create or reinterpret, present or perform imaginative texts, based on or adapted from events, characters or settings.

Students are becoming more familiar with the systems of the Italian language, developing pronunciation and intonation of Italian-specific sounds and applying the rules of spelling to writing in familiar types of texts and contexts. They use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of purposes such as using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events. Students build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures.

Students are encouraged to reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Italian. They are supported to use Italian as much as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.

Communicating

SOCIALISING

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, *La mia casa è a due piani; Abito in una fattoria piccola a Merredin, a breve distanza dalla linea ferroviaria che collega Merredin a Perth; Abito in un appartamento a East Fremantle, vicinissimo al fiume Swan ed accanto a un parco grandissimo; La scuola è a trenta minuti in treno; Il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici; Il macellaio si chiama Signor Moro – è sempre felice!*

[\(ACLITC039\)](#)

Understanding

SYSTEMS OF LANGUAGE

Develop pronunciation and intonation of Italian-specific sounds such as learning to pronounce double consonants, for example, in *il cappello; la piazza; il freddo* and *z* and *t* sounds

Apply the rules of spelling to writing in familiar types of texts and contexts


[\(ACLITU051\)](#)

 Literacy

 Critical and creative thinking

Use context-related vocabulary and develop and apply knowledge of grammatical elements in simple spoken and written texts to generate language for a range of

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

[\(ACLITC040\)](#)

 Literacy

 Numeracy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

INFORMING


Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds


[\(ACLITC043\)](#)

purposes, including:


- using both regular and irregular plural nouns, for example, un negozio, due negozi
- noticing adjective–noun agreement, for example, i giardini pubblici; Il supermercato più vicino è... ; La scuola vicina a casa mia è...
- using suffix -issimo with adjectives instead of molto, for example, Vicino a casa mia c'è un bellissimo parco giochi
- expressing negation, for example, Non è una casa grande; Non è accanto al mercato
- formulating questions and requests, for example, Dove abiti? Che ora è?; Pronto, chi parla?; Dove andiamo stasera?; Con chi..?; Cosa c'è da fare a Perth?
- using possessive adjectives with

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability


 Intercultural understanding

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

[\(ACLITC044\)](#)

 Literacy

 Information and Communication
Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

CREATING

Share responses to characters, events and ideas in imaginative texts such as stories, dialogues, cartoons, television programs or films and make connections with their own experience and feelings

[\(ACLITC045\)](#)

 Literacy


noi, voi and loro to express ownership, for example, la nostra casa; la vostra famiglia; il loro vicino si chiama Alberto


- using prepositions with a + definite article, for example, accanto a, davanti a, vicino a
- recognising the position of adverbs in sentences, for example, Non vado mai al cinema; Corro velocemente
- using singular forms of the present tense of regular and some irregular verbs to convey present and immediate future situations and events, for example, using avere, essere, stare, giocare, andare, in sentences such as Andrea va a casa alle sei; La mia casa ha sei camere da letto; Domani vado al cinema con Andrea
- recognising Italian currency
- developing number knowledge

 Information and Communication

0–100

Technology (ICT) capability

 Critical and creative thinking


 Personal and social capability


 Intercultural understanding

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings

[\(ACLITC046\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

TRANSLATING

Translate simple texts from Italian to English and vice versa, noticing that there are words, phrases or expressions that require interpretation or explanation as meanings do not always correspond across languages, for example, Vietato entrare!; È Vietato calpestare l'erba!

Use visual, print or online dictionaries, word lists and pictures

Build a metalanguage in Italian to comment on vocabulary and grammar, describe patterns, grammatical rules and variations in language structures

[\(ACLITU052\)](#)

 Literacy

 Numeracy

 Critical and creative thinking

Recognise that spoken, written and multimodal Italian texts have certain conventions and can take different forms depending on the context in which they are produced

[\(ACLITU053\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

LANGUAGE VARIATION AND CHANGE

Understand that there are variations in Italian as it is used in different contexts by different people such as formal/informal register and regional variations

to translate short familiar texts

[\(ACLITC047\)](#)

 Literacy

 Information and Communication

Technology (ICT) capability

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

REFLECTING

Compare ways of communicating in Australian and Italian-speaking contexts and identify ways in which culture influences language use

[\(ACLITC049\)](#)

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

[\(ACLITU054\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

ROLE OF LANGUAGE AND CULTURE

Understand that there are different forms of spoken and written Italian used in different contexts within Italy and in other regions of the worlds

[\(ACLITU055\)](#) [\(ACLITU056\)](#)

Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be interpreted differently by others

[\(ACLITU057\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Ethical understanding

 Intercultural understanding

Achievement standard

At standard, students initiate, with some guidance, interactions in Italian using mostly familiar descriptive and expressive language, and modelled language, to participate in guided tasks or activities and to exchange information about their home, neighbourhood and local community, such as *il weekend vado alla spiaggia o a fare lo shopping al centro commerciale con gli amici*. Students gather and compare most information and some supporting details from texts, and convey adequate information and ideas related to their personal and social worlds. They use English and modelled Italian language to share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create or present simple imaginative texts for different audiences, adapted from events, characters or settings. Students translate simple texts from Italian to English and vice versa, showing some awareness that some words or expressions cannot be directly translated between languages. They use dictionaries, with some guidance, and word lists to translate short familiar texts. Students identify ways of communicating in Australian and Italian-speaking contexts and ways in which culture influences language use.

Students apply rules of pronunciation and spelling to familiar words accurately most of the time. They experiment with the pronunciation of Italian specific sounds, such as double consonants, z and t sounds, and they apply knowledge of familiar vocabulary and grammatical elements in simple spoken and written texts with a high level of accuracy, and less familiar elements with a satisfactory level of accuracy. Students show understanding of formation of both regular and irregular plural nouns, plural forms of possessive adjectives and adjective-noun agreement. Students use both *molto* and the *-issimo* suffix to translate 'very.' They convey action in the present and immediate future using the singular forms of regular and irregular verbs in the present, such as *Domani vado al cinema con Andrea*. They formulate questions using *dove*, *che*, *cosa* and *con chi* and use the preposition *a* with the definite article to indicate location, such as *Che cosa c'è vicino al parco?* Students use numbers 0–100 and explore Italian

currency. They comment, sometimes using some Italian terms, on how Italian works and include most of the features of familiar texts when writing. Students explain with guidance, that differences in how people use Italian may be due to regional variations and differences in register, and that different forms of spoken and written Italian are used within Italy and Italian-speaking communities around the world. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others.

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