Italian  
(F–10 Sequence and   
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Communication is a human imperative. Communication in Italian involves interaction to convey meaning, as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and to reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning Italian broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. A capability solely in English, despite its status as a world language, can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning Italian develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and openness to different experiences and perspectives
* understanding and appreciation of how culture shapes worldviews, and extends their understanding of themselves, and their own heritage, values, culture and identity
* critical and creative thinking.

Italian has been taught in Victorian schools and universities since the 1930s and is one of the major community languages in Australia. It is the official language of Italy, Vatican City and San Marino, as well as one of the official languages of Switzerland and the European Union. It is a major community language in Europe, North America, South America and parts of Africa.

The presence of Italian speakers in Australia can be traced back to the First Fleet in 1788 and Italian-speaking communities continue to play a significant role in Australia’s culturally diverse society.

Learning Italian provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications. Australia has strong cultural, political and trade connections with Italy, including economic and commercial cooperation and expanding relationships in science and technology. Many Italian companies have branches in Australia. Italians and the Italian language make a distinctive contribution to art, architecture, cuisine, music, fashion, science, literature, film and theatre.

## Aims

The 4 interrelated aims of the Italian curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Italian
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

Italian has been developed as a Second Language Learner Pathway, which caters for students learning Italian as a second or additional language.

### Sequences

Italian is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 curriculum bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Italian is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Italian curriculum

| Strand | **Engaging with Italian Language and Culture (F–2 only)** | **Communicating Meaning in Italian** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Italian language  Engaging with Italian culture | Interacting in Italian  Mediating meaning in and between languages  Creating text in Italian | Understanding systems of language  Understanding the interrelationship of language and culture |

#### Engaging with Italian Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Italian language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Italian culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Italian

This strand involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

##### Interacting in Italian

Communicating and exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

##### Mediating meaning in and between languages

Locating, obtaining, interpreting and conveying information through a range of spoken, written, viewed and multimodal texts; moving between languages and cultures non-verbally, orally and in writing; recognising different interpretations.

##### Creating text in Italian

Creating a range of spoken and written texts for specific contexts, purposes and audiences.

#### Understanding Language and Culture

This strand involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

##### Understanding systems of language

Understanding the linguistic features of the language, including sound, writing, and grammatical and textual conventions.

##### Understanding the interrelationship of language and culture

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Italian, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Italian, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Italian

Italian is pitched to second and additional language learners, who are the dominant group of Italian language learners in the current Australian context.

Students of Italian in Victorian schools come from a wide range of backgrounds. Most students will be learning Italian for the first time, while others may have existing connections to Italian through early learning experiences or as background Italian speakers.

### Italian language

Italian belongs to the Romance family of languages that includes Catalan, French, Portuguese, Romanian and Spanish. Italian and English have a common linguistic link with Latin, sharing many Latin-derived words and using the same Roman alphabet.

The meaning of many Italian words can be instantly recognised through their similarity to English. There are points of difference between Italian and English grammars – for example, variations in word order, tense, the use of articles, and the gendering of nouns and adjectives – but overall the Italian language is not linguistically or culturally ‘distant’ for learners who speak English. It is a mostly phonetic language, pronounced generally as it is written, which is especially helpful in the development of listening and speaking skills. There is clear emphasis on all syllables, and intonation follows regular rhythms and patterns.

As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in face-to-face and virtual connections with Italian communities around the world.

There are also regional dialects of Italian that are used in local contexts both in Italy and beyond. Some students may bring their experience of the use of dialects to the Italian classroom.

### Macro skills

The macro skills of listening, speaking, reading, writing and viewing – also known as language modes – are interrelated. The learning of one skill often supports and extends the learning of others. To acknowledge these interrelationships, content in the Languages curriculums incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, written, viewed and multimodal texts.

The macro skills are strongly aligned to all 3 strands in the Italian curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and the strands within the Italian curriculum

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Strand | Macro skills | | | | |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Italian Language and Culture | ✓ | ✓ |  |  | ✓ |
| Communicating Meaning in Italian | ✓ | ✓ | ✓ | ✓ | ✓ |
| Understanding Language and Culture | ✓ | ✓ | ✓ | ✓ | ✓ |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Italian texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between Italian, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Italian and English

Students should use Italian to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and to use metalanguage to talk about and compare languages and cultures.

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Italian language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Italian-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Italian, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Italian language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Italian through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Italian sounds are represented by letters, and they can match these with words, combining them in increasingly complex ways. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Italian. They expand their repertoire of Italian words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Italian using simple metalanguage. They start to develop written competence by copying letters and words, and then produce the language with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Italian language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Italian is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Italian Language and Culture

##### Sub-strand: Engaging with Italian language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| notice that Italian looks and sounds different to other languages  VC2LIT2E01 | * listening to Italian and English words, and noticing features of spoken Italian that help them to identify the Italian words, such as pronunciation and frequently repeated sounds, for example, by listening to and comparing nursery rhymes, counting songs and chants, such as ‘Le ruote del bus’, ‘Brilla, brilla la stellina’ and ‘Se sei felice e tu lo sai’ * noticing that most words in Standard Italian end with the vowels a, e, i, o and u, and making 5 gestures for them: swinging arm for e for ‘elephant’, cupped hand for i for ‘igloo’, wiggling finger for o for ‘octopus’, Auslan sign for a for ‘ask’ and pushing gesture for u for ‘push’ * observing that written Italian uses the same letters as written English, and noticing that Italian has 21 letters, English has 26 and some Italian letters have accent marks * experimenting with animal sounds in Italian, for example, comparing the sounds bau bau (dog), pio pio (chick) and hiii (horse) with those in English and in other languages spoken by class members * recording students creating single Italian words or sounds using digital recording software, and then playing the audio back and listening for aspects of pronunciation that are unique to Italian * observing that some words that do not end with a vowel are the same in Italian and English, such as computer, robot, yoghurt and sport, and discussing the reasons why they may be the same * observing gender in patterns of naming, for example, comparing the names Paolo/Paola and Alessandro/Alessandra |
| develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LIT2E02 | * participating in songs, chants and rhymes to imitate Italian pronunciation, intonation and stress, for example, ‘Ciao buongiorno’; ‘Tanti auguri a te’; ‘Giro girotondo’; ‘Cinque scimmiette saltavano sul letto’ * engaging with new sets of vocabulary by moving about the classroom to touch and identify items such as objects, flashcards, images and toys, and expanding vocabulary by naming soft-toy animals * developing vocabulary by playing games such as ‘odd one out’ (where 4 words are said or pictured, and students must identify the incorrect one), ‘6 corners’ (where students go to one of 6 numbered points around the room where a vocabulary word is written, and then when the dice is rolled those of that number sit on the floor), and find your match (where Italian/English or Italian/image card pairs are distributed to the students and they have to find their partner) * using digital interactive resources to practise sequencing and ordering * using call-and-response games, songs and chants to consolidate language patterns * playing circle games such as ‘buzz’ with numbers or vowel sounds, Ho fatto la spesa e comprato …; Cane, cane chi ha l’osso?, or ‘broken telephone’, where a vocabulary word is whispered along a line of 5 and the last person reveals the word * building memory skills and reinforcing vocabulary acquisition by playing games, for example, Salta se hai …; Simone dice …; *Io* spio … * noticing their own use of words, expressions or behaviours that make them who they are, including words from different languages and ways of celebrating or talking that may not be familiar to other people * exploring the different languages spoken by members of the class and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘Hello’ * comparing personal name traditions in the languages spoken by members of the class |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases  VC2LIT2E03 | * using Italian for everyday routines such as roll call or opening and closing lessons, for example, singing ‘Ciao, buongiorno’ * responding to teacher instructions (e.g. In piedi!; Seduti!; In cerchio!; Insieme, qui!; Attenzione!; Non parlare!; Silenzio!; Alza la mano!) * using single words for personal actions such as scrivo, taglio, incollo and coloro to play a game, for example, miming a gesture or action to elicit the target word * using simple greetings relevant to the time of day, the celebration or event, and their relationship to the listener, such as Ciao, Salve, Buongiorno, Arrivederci, Tanti auguri, Buona Pasqua and Buon Natale * making classroom requests such as Posso andare in bagno? and Posso andare da bere? * playing charades for feeling words, using appropriate gestures, facial expressions and body language * describing a picture of their real or fictional family, naming family members and friends, for example, mio fratello Carlo; il papà Tom * expressing likes and dislikes (e.g. Sì; No; Mi piace; Non mi piace), and practising responses by playing games such as ‘secret sugar glider’, where posters of characters with 5 likes and dislikes are posted around the room, each student is secretly given a card with a character, and students ask each other questions about their 5 likes and dislikes (Ti piace …?) to find out which character they match with * responding to the roll call by giving simple personal details in response to a prompt, for example, Ho sette anni * responding to games or songs with actions or miming, for example, participating in call-and-response games (e.g. Faccio la pizza) or songs (e.g. ‘Testa, spalla, ginocchia e piedi’) |

##### Sub-strand: Engaging with Italian culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination  VC2LIT2E04 | * locating Italy on a world map, understanding that Italian is the national language of Italy and that it is spoken in Italian-speaking communities around the world, and highlighting relevant countries and regions on the map * making connections with Italian words and phrases used in everyday life in Australia, for example, identifying food names such as spaghetti, pasta, cappuccino and latte * noticing that there are loan words in English from Italian (e.g. gelato, pizza), as well as many loan words in Italian from English (e.g. lo sport) and other languages (e.g. il bazarfrom Persian) * observing, through a range of resources (e.g. photos and video clips) that members of Italian-speaking communities may do everyday things differently from themselves (e.g. shaking hands, kissing on the cheek and starting a meal with Buon appetito!), and then doing a role-play, for example, going to a restaurant with a friend * participating in a shared reading of ‘La Befana’ story and singing the song ‘La Befana viene di notte’; exploringil Carnevale through the ‘Carnevale’ song and making masks or coriandoli pictures; creating la Festa dei Nonni cards; listening to ‘L’inno di Mameli’ for la Festa della Reppublica; and having a Ferragosto picnic * exchanging ideas, feelings and understandings of language and culture through play-based experiences, for example, dress-ups; playing pretend cafe, pizzeria and market stands; playing with puppets * recognising that music, dance, food, celebrations and games are connected with culture, such as eating pannettone at Christmas and playing il gioco del Truc at Easter, and play-acting a celebration using the appropriate gestures and language * participating in actions, movement or dance, such as la tarantella * engaging with cultural items such as Euros, postcards and authentic resources from Italy, and using them as a prompt to create imaginary stories * playing simple Italian games such as bocce, clapping games (e.g. batta le manine), and circle games (e.g. il contadino nel prato) |

#### Strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal world  VC2LIT2C01 | * noticing that the teacher uses the informal form with students and students use the formal form with the teacher, for example, using Buongiorno or Presente for the roll call, not Ciao * noticing that there are greetings for different times of the day (e.g. Buongiorno; Buon mattino; Buon pomeriggio; Buonasera; Buonanotte), and it is not uncommon to hear Buonasera in the early afternoon, after a nap, or at the end of the school day, for example, playing charades with activities to guess the time of day and the greeting * introducing themselves and answering questions, for example, Come ti chiami? Mi chiamo …, e tu?; Quanti anni hai? Ho cinque anni, e tu?; Come stai? Bene, e tu? * describing people and belongings, using familiar formulaic expressions, for example, Questo/a è …; Ecco il mio pallone; Ecco un gelato al limone; Buonissimo! * sharing information about simple everyday actions in the present tense, for example, Gioco a football; Mangio la pizza; Leggo il libro * expressing likes and dislikes, for example, Sì, mi piace; No, non mi piace * using set phrases to indicate possession (e.g. la mia penna; il mio cane; il mio papà; la mia mamma), and then playing the stealing game by passing soft toys around the classroom and using target language to claim ownership of an item to ‘steal’ it, for example, il mio cane * using formulaic Italian phrases for everyday interactions such as thanking, apologising and offering congratulations, for example, Grazie mille! Prego; Mi dispiace; Auguri! * viewing images of a variety of family and pet pictures (their own and others’), and describing them using simple structures, for example, È la mia mamma. La mia mamma è alta; È il cane. È carino. |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LIT2C02 | * pointing to objects named in Italian * contributing to guided collective activities such as illustrating and labelling a poster * working in pairs or groups to select given options relating to foods, toys or classroom items, for example, Vuoi / Cosa vuoi? Voglio una pesca.; Posso avere …?; E tu, cosa prendi?; Ti piace l’orsacchiotto?; Ecco la penna blu. * using formulaic phrases to show politeness (e.g. Grazie! Prego; Scusa; Per favore; Bene; Molto bene; Perché?; Buon appetito!) by doing a role-play, for example, eating in a restaurant * participating in a guided role-play in a shop or at the market, for example, Una banana per favore. Ecco. Quanto costa?; Un gelato per favore. Ecco il gelato. * participating in a show-and-tell, for example, Questa è la mia bambola. Si chiama Teresa.; Questo è il mio camion. È grande. * reciting and performing chants, rhymes and songs, and adding music and actions to support meaning in their own performances, for example, the ‘Farfallina’ rhyme: Farfallina bella bianca, vola vola e mai si stanca. Vola vola sempre in su, farfallina non c’è più, resti fuori solo tu! * using props such as emoji faces to practise Sto bene, Sto male and Così così * noticing that formal greetings are used with adults other than friends or family (e.g. Buongiorno; Salve; ArrivederLa) and informal greetings (e.g. Ciao; Salve) are used with family and friends, for example, by acting out short role-plays to demonstrate their use, and creating dos and don’ts posters for the classroom |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LIT2C03 | * identifying target words in stories and videos, and then identifying the main idea or an event by brainstorming words related to an image, such as la festa, la scuola, lo zoo, la spiaggia and l’estate, and retelling the event using these words * miming, drawing, and onscreen pointing, clicking or dragging to show their understanding of key points in a range of texts such as a picture book, song, poem, video clip, rhyme or cartoon strip * sequencing pictures and simple text in the order that events occurred, and then retelling a story or information by creating a storyboard, using speech bubbles to show direct speech * recognising phrases from classroom routines, images and labels, such as days of the week, subjects, rules, labels, weather, seasons and dates, and creating word posters for the classroom * responding to games or songs with actions or miming, for example, the song ‘Testa, spalla, ginocchia e piedi’ * identifying words in a variety of texts, for example, by annotating a written text with images to match the words, or by listening for keywords in a spoken text and holding up a matching card for each word they hear * recognising and recreating common Italian gestures, facial expressions and intonation patterns that express likes, dislikes and feelings (e.g. for Eccellente!; Squisito!; Non lo so), for example, by viewing short video reels or commercials and ticking them off a list when they appear * noticing formalities in Italy such as handshakes or standing up to greet a visitor to the classroom, and using simple gestures to add emphasis to expressions, for example, joining their thumb and index finger to form an O, meaning ‘thumbs up’ * exploring common exclamations and interjections (e.g. Boh!; Mamma mia!; Salute!; Bravo!; Allora …) by viewing video clips, commercials and short reels, and creating role-plays with partners or puppets to demonstrate situations where they are suitable * exploring and making meaning of words and phrases through fairytales and stories, for example, by reading or viewing the ‘Cappuccetto Rosso’ fairytale, singing the song ‘Mi piace Cappuccetto Rosso’ to practise expressing likes and dislikes, or performing it as a short play using the characters to experience and practise live interactive language |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Italian through play, and discover how languages influence each other  VC2LIT2C04 | * participating in songs that may include actions, movement or dance, for example, ‘Mi piace Cappuccetto Rosso’; ‘Testa, spalle, ginocchia, piedi’; ‘Giro girotondo’ * playing games, for example, counting games, sorting and order games, retrieving games to demonstrate possession, number games or traditional Italian games such as tombola, ruba bandiera and bocce * exchanging ideas, feelings and understandings of language and/or culture through play-based experiences, for example, dress-ups; playing pretend cafe, pizzeria and market stands; and playing with puppets * identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, and drawing and tracing letters |

##### Sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled language  VC2LIT2C05 | * identifying and reproducing in written form the sounds of the Italian language, for example, tracing the vowels and imitating the sound in simple word parts, such as ba, be, bi, bo and bu * creating words from known vowels, consonants and clusters, for example, by arranging laminated or magnetic letters to form target vocabulary or phrases * practising vocabulary sets by creating their own flashcards, wordlists, labelled diagrams, recipes, signage or manifesto da ricercato (‘Wanted’ poster) * labelling sequenced pictures, with support, to describe events or recreate a fairytale * describing aspects of their personal world by drawing and writing captions such as Ecco il papà / mio fratello,for example, creating a real or imaginary family tree; or illustrating a ‘Big Book’ with the class and presenting it with gestures, miming the story, for example, È un uccello. È verde. L’uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera. * sharing feelings about a book/video clip in simple ‘reviews’ by writing their names under one of the following statements: Mi piace; Mi piace molto; Non mi piace * choosing from words, phrases and sentences provided to express ideas to match a visual or aural prompt, for example, È Marco; È grande; È bravo * answering simple questions (e.g. Come ti chiami?; Come stai?; Quanti anni hai?) with short formulaic responses, for example, by interviewing members of the class to create a personal profile or survey * describing people in a photo by naming family members and friends (e.g. mio fratello Carlo; la mia amica del cuore, Gina), using flashcards, wordlists, posters, photos and multimedia slides as support |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Italian, and understand how sounds are produced  VC2LIT2U01 | * listening to the language in a short video clip with Italian subtitles, and noticing that Italian is a phonetic language that sounds generally as it is written * comparing vowel sounds in Italian and English, for example, making up nonsense words and trying to spell them to conform with Italian phonetics, for example, playing spot the odd one out from strings of words (e.g. casa, rana, muffa, papa) * reproducing Italian sounds and intonation patterns through imitation, such as reciting nursery rhymes or tongue twisters and singing songs, such as ‘*La* canzone dell’alfabeto’, the AEIOU song and ‘Il gatto fa miao’ * using Italian patterns of intonation, pronunciation and stress, for example, by playing rhyming tennis, where partners say vowels back and forth to each other in nonsense words, changing the consonant when they get back to a (e.g. lala, lele, lili, lolo, lulu, mama, meme, mimi, momo, mumu) * observing that words which stress the final letter have an accent on that letter (e.g. papà, città), for example, finding examples in a simple text such as a nursery rhyme or poem (e.g. ‘La casetta delle vocali’) * noticing syllable patterns in words such as la-sa-gna and pa-ta-ta and clapping out the syllables * noticing that questions are denoted by rising intonation, not the sentence structure * recognising that different dialects are spoken in Italy and accents vary in Italian-speaking communities by listening to or viewing audio and visual texts from a range of regions in Italy |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LIT2U02 | * practising rolling their rs by reciting rhymes and chants * recognising that the letter c as in ciao sounds like ‘ch’ in English and that the letters ch as in chi sounds like a ‘k’ in English, and making a list of ‘tricky letters’ with pronunciation hints * recognising that there are spelling rules in Italian that affect pronunciation, such as ci, ce, gi and ge * playing a dictionary game to collect as many words as possible relating to a topic provided by the teacher in a set amount of time |
| recognise and explore how the Roman alphabet and features of language are used to construct meaning in Italian  VC2LIT2U03 | * imitating the pronunciation of the 21 letters of the Italian alphabet by singing along with the online video of the Italian alphabet song * noticing that the letters j, k, w, x and y are not part of the standard alphabet of Italian by comparing the Italian and English alphabets to find the missing letters * observing that days of the week and months of the year are written with lower-case letters by reading a short text such as the poems *‘Filastrocca della settimana’* (‘Tanto sole il lunedì)’ and ‘Trenta giorni ha novembre’, and searching for examples * learning the structure of simple statements and questions based on models, for example, lo sono Anna. Non sto bene.; È un gatto? Sì, è un gatto. * learning simple verbs to describe actions and using them in formulaic expressions (e.g. Guardo la televisione; Ascolto la musica; Leggo il libro), for example, creating a gesture to match the verb, and playing Simon says with the verbs and their matching gestures * noticing how likes and dislikes are expressed in Italian (e.g. Ti piace la pizza?; Mi piace l’ananas; Non mi piace il formaggio), for example, by selecting cards for each statement for the pizza toppings that they like and dislike, asking other students, and reporting to the class * expressing negation using non (e.g. Non sono bassa; Non ho un cane) by playing a circle game in which they have to change places with someone else who shares the same answer * noticing that adjectives are used to describe people, objects or places and are usually placed after the noun (e.g. la penna rossa), for example, making a picture sequence of items with different colours with a description below, and drawing a box around the adjective * using pronouns to identify people (e.g. io, tu, lui, lei, noi, voi, loro), playing a pronoun race, where images of well-known characters from books, television or movies are displayed on the board with their English pronouns, and students race to correctly match the corresponding Italian pronoun in the fastest time * recognising the formulaic use of the verbs essere and avere to give personal information about state or identity (e.g. Ho due fratelli; Sono basso; Ho 6 anni; Ho gli occhi verdi; Sono alto), by creating a class chart of essere and avere with images underneath to match the verbs |
| identify that written and spoken Italian has grammatical structures and other language features that may be similar to or different from English and/or other languages  VC2LIT2U04 | * identifying cognates and loan words (words that share a similar spelling, meaning and pronunciation), comparing similarities and differences between Italian and English (e.g. banana, computer, università, animale, appartamento), and creating a class poster * noticing English words that are the same in Italian (e.g. weekend, sport), and Italian words that are the same in English (e.g. pizza, piano, lava), for example, by making a pair of ‘Invaders in English’ and ‘Invaders in Italian’ posters, and adding words on sticky notes as they arise * observing gender in patterns of naming, for example, comparing the names Paolo/Paola and Alessandro/Alessandra, and noticing that Italian words for people, places and things (called ‘nouns’) have a gender, and that gender is indicated in most cases with an a or o at the end of the word, for example, by making an ‘I wonder’ chart to categorise nouns with different endings * noticing that some Italian nouns in the singular end in an e, and having dictionary races to find out what their gender is * recognising that Italian forms the singular and plural differently from English, and noticing that the ending of Italian nouns change when there is more than one (called ‘plural’), and that a becomes e, o becomes i, and e becomes i, for example, by playing Ciuf! Ciuf! (make the train), where two teams sit in two columns and students have to respond correctly to the flashcard to stand and become a carriage, and the winning team calls Ciuf! Ciuf! * noticing that Italian has many words for ‘the’ (called ‘definite articles’), and that these words match the gender of the nouns, for example, by playing matching games such as ‘memory’ or ‘go fish’ * noticing that in Italian the definite article l’ is used when the noun starts with a vowel, and lo when the noun starts with a z, and playing circle games where each article has a different gesture (e.g. la = 2 taps on head, il = 2 taps on shoulders, l’ = 2 taps on knees, lo = 2 claps) * noticing that the definite articles change when there is more than one noun, becoming le, i and gli, for example, by spotting them in a song video such as ‘Le ruote del bus’ * noticing that Italian has definite and indefinite articles that are gender based, for example, la casa, una casa; il giardino, un giardino; lo zoo, uno zoo * noticing that some words for asking questions are similar to English and do not change (e.g. Chi?; Cosa?; Quando?), whereas others change to denote number and gender (e.g. Quanto/Quanti?) |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Italian-speaking communities are similar to or different from others  VC2LIT2U05 | * taking an evening walk with family at home and recognising that the Italian tradition of fare la passeggiata is culturally more significant than just taking a walk * viewing images of daily life in Italy and Australia, and noticing and comparing similarities and differences in, for example, l’autobus, il mercato, il supermercato or la fontana * exploring the range of languages and cultures in their classroom, and creating a collage using pictures and photos of cultural celebrations and events and formulaic expressions associated with them, for example, Ferragosto and la Befana (la festa del 6 gennaio) * recognising that music, dance, food, celebrations and games are connected with culture, for example, exploring la Festa delle Castagne (where people gather at the marketplace in late autumn to eat roasted chestnuts and listen to traditional music) by viewing online videos and roasting chestnuts in an air fryer * noticing language associated with interactions such as the use of first names in Australian or US English compared with the use of titles and family names in Italian, for example, Professor/Professoressa with a teacher and Signor/Signora with an adult, and then taking on a character and referring to each other with the correct title for the rest of the class |
| identify where Italian is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LIT2U06 | * researching the countries where different languages are spoken and discussing why the world has many different languages * noticing that many languages from different parts of the world are spoken in Australia and may be represented in their classroom, and creating a speech bubble that introduces them and the language(s) they speak * recognising and celebrating that Australian communities are made up of many different languages and cultures, for example, by observing International Mother Language Day on 21 February and coming to class in the traditional clothing of their choice * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of Italian landforms that also denote physical characteristics, such as Monte Bianco * researching symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Italian-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Italian and discussing what the colours represent in English * recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. ‘Uncle’ or ‘Aunty’), depending on the relationship, and comparing these terms with Italian and/or other languages |

## Levels 3 and 4

### Band description

In Levels 3 and 4, Italian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Italian to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Italian-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Italian. They locate information, and respond to and create texts using written and spoken Italian. They access authentic and purpose-developed Italian-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Italian to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts.

Students imitate the sound combinations and rhythms of spoken Italian. They demonstrate their understanding that Italian has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Italian and make comparisons between Italian and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LIT4C01 | * exchanging personal information and responding to questions about themselves, their family, leisure activities, neighbourhood and daily experiences, and food, for example, Da dove vieni? Da Torino; Sono italiano, e tu?; Chi sei? Sono …, e tu?; Chi è …? Lui/lei è …; … è mio padre; Questo/a è …, e questo/a?; È mio fratello; Dove abiti? Abito in via … / a …, e tu? * participating in classroom activities by asking for clarification, permission, help or repetition, praising and complimenting, for example, Come si dice …?; Non ho capito. Puὸ ripetere?; Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile / Non adesso; Come?; Aiuto, per favore * exchanging simple spoken or written messages to praise or compliment someone, for example, Bravo/a!; Ottimo!; È bello / molto bello * describing themselves, their friends and objects with the correct placement of adjectives, for example, La camicia è rossa/nuova/piccola; Sono biondo/alto/grasso; … è bruno/giovane; Il nonno ha i capelli castani; Ha gli occhi molto grandi; … ha i capelli / gli occhi / il naso / la bocca + adjective * responding to a partner’s questions, for example, Di che colore è la maglia? È rosa; Qual’è il tuo/suo gioco preferito? * describing location using prepositions of place, for example, for objects in the home, such as Il vaso è sopra il tavolo; L’albero è a sinistra; L’auto è dentro il garage * describing routines, for example, ieri/oggi/domani/ora/dopo; Che ore sono? Sono le …; Quando?; Venerdì, alle dieci mangio/bevo …; Lunedì, studio inglese * giving reasons for likes and dislikes, for example, Mi piace guardare la TV. È divertente.; Non mi piace studiare. È noioso. |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LIT4C02 | * using informal language to create invitations for a performance or class event, for example, Caro … Vieni alla nostra festa/recita/riunione! Il giorno … Alle ore … Luogo/Presso … * working in pairs or small groups to generate questions when preparing for a surprise party, for example, Quanti …?; A che ora?; Dov’è la festa? * participating in a real or imagined visit to a local market to buy ingredients for making an Italian dish together such as il minestrone * participating in ordering food at the school canteen, for example, Io prendo un panino con il formaggio. E tu, cosa prendi? * following procedures and instructions together, for example, following recipes such as una macedonia di frutta, or making a model of an Italian garden or piazza * participating in organising a shared lunch in the Italian class, discussing who will make/bring what, for example, Facciamo un dolce; Chi porta lo zucchero?; Chi porta le mele? * planning for a shared performance for an assembly or guests, for example, Ti piace?; Chi dobbiamo invitare?; Facciamo un poster; Cosa facciamo?; Cantiamo una canzone italiana! |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LIT4C03 | * using surveys or questionnaires to create questions and record responses about likes, interests, characteristics, routines or activities, for example, Qual è il tuo libro preferito?; Qual è il tuo programma televisivo preferito?; Quanti anni ha? Ha dieci anni; Come è fisicamente? È alto e forte; È grandissima; Dove abita? Abita a Milano. * tabulating the results of a survey and presenting information in various forms (e.g. class profiles, birthday charts) or summarising their findings in sentences, for example, Dieci bambini giocano a tennis e tre a *pallacanestro* * accessing texts about topics and categorising information, for example, viewing a food chart and categorising cibi sani e cibi poco sani * questioning and researching dates, times and locations of events of interest to the class, noting language conventions, for example, Quando? La domenica. Il dieci giugno * viewing images or reading print and digital profiles and other information about children from different cultural contexts, and listing similarities and differences in routines * viewing a short video clip and identifying key phrases and important items of information |
| develop strategies to comprehend and produce Italian, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LIT4C04 | * viewing an image or listening to an audio text and brainstorming familiar words, creating a word bank of commonly used Italian words, idioms, phrases or sentences, such as questions and responses * compiling a glossary or word bank of common Italian expressions and idioms, and then playing a glossary game, where they are challenged to ‘race’ and find the target phrases before their partner * noticing Italian idioms that convey Italian cultural practices and those that do not translate easily into English (e.g. Buon appetito!; Altrettanto!), and doing a role-play with a partner demonstrating use of the formulaic language * listening to, reading and viewing sentences and paragraphs in their entirety, identifying familiar words and phrases, and predicting the meaning of unknown words and expressions * learning to use print and digital dictionaries to find unknown words in texts to assist comprehension and playing dictionary races * viewing and or reading different types of children’s texts, for example, Zecchino d’Oro or appropriate video clips on *Suonolandia*, discussing the elements of humour and drama, sound effects and facial expressions, and responding to the characters and events depicted in the texts, for example, È strano/buffo; La storia/canzone parla di … * using multimodal resources to build vocabulary to describe actions or feelings, creating a feelings or emotions chart |

##### Sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions  VC2LIT4C05 | * creating or ordering a sequence based on a set of images with captions (e.g. Il papà si alza. Il papà mangia. Il papà parte.) or a known storyline such as ‘La tartaruga e la lepre’ * writing messages to their favourite character in a story or children’s television program, for example, Mi piace / Non mi piace la canzone / il quadro; Il documentario è interessante * using mime, movement or drama to give expression to events in texts, for example, acting out scenes from a story and taking the role of a character * creating simple sentences in the subject+verb+object pattern, and playing a game of ‘making silly sentences’ * composing and illustrating simple narratives in print or digital format, selecting from modelled language structures and banks of Italian expressions and idioms, for example, a day in the life of a character from a known story or from their imagination * creating a personal profile or a ‘Wanted’ poster using simple words and expressions selected from word banks and modelled statements, highlighting key characteristics and features, for example, Sono australiano di origine greca. Sono bravo e sportivo. Parlo inglese e studio italiano * creating short oral, digital or print presentations on topics such as holidays, favourite computer games or favourite playground, using a combination of language and images (e.g. photos, illustrations, captions, diagrams), to share with the class * reading or viewing well-known stories and commenting on the characters, discussing reasons and consequences, for example, Pinocchio è disobbediente; la fata è gentile * creating a print or electronic brochure or infographic for the class to share information (e.g. reasons to visit Italy; the importance of playing sport or eating healthily) |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LIT4U01 | * recognising that there is a standard language called ‘Italian’ as well as many dialects spoken throughout Italy and in Italian-speaking communities around the world * developing pronunciation between sound blends in Italian and comparing them with English, for example, sc followed by h (e.g. schiavo) or i/e (e.g. piscine, pesce), by playing games such as listening to the teacher speak and then writing only the word spelled with a u; ‘wall dictation’, where one partner reads words from the wall and their partner has to spell them correctly; listening to simple audio files and writing what they hear; ‘spot the word’, where students guess which word on the list the teacher is saying; ‘spot the mistake’, where students listen to audio and identify one word that is said incorrectly; ‘telephone whispers’, where students recognise that sound blends can affect meaning (e.g. scarpa/sciarpa) * recognising letter combinations such as gn in lavagna and gnocchi, and gl in figlio and famiglia, and creating and performing short skits that demonstrate the errors in pronunciation * recognising the silent h as applicable to the conjugation of the verb avere in the present and for loan words such as hockey and hotel * noticing the differences in intonation between statements, questions, exclamations and commands * understanding that an accent on a letter means that the letter is stressed and the meaning of the word may change, for example, è/e; il papà / il Papa |
| recognise and use modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LIT4U02 | * observing gender in patterns of names, for example, male names generally end in an o and female names end in an a (e.g. Giorgio/Giorgia; Marcello/Marcella), and playing a matching game with cards such as ‘snap’ or ‘memory’ * identifying that nouns have gender and mostly end in a or o in the singular form, by playing a grammar game where they listen to words and put them in the order they are said or by playing sorting games * recognising that some nouns and some names do not follow the a/o ending pattern (e.g. ape, stazione, camion, ovest, Luca, Andrea), and making a class poster of ‘words that don’t follow rules’ * recognising that some singular nouns do not follow the regular masculine/feminine pattern, such as mano, papà and pianeta, and creating a mnemonic story using these irregular nouns to remember them * understanding the variety of definite and indefinite article forms and their relationship to gender (e.g. la casa, il libro, l’anno, lo zio, una parola, un giorno), and practising matching them correctly with an online or card game * noticing that English and Italian use verbs in common phrases in different ways (e.g. Sto bene; Ho fame; Faccio colazione), and creating a comparative chart to show the differences * changing adjectives that describe the characteristics or qualities of a person or object to agree with gender (e.g. la macchina rossa; il bambino rumoroso), using personal pronouns in context, for example, Chi è rumoroso? Io! * reading modified stories and picture books and recognising the different conjugations of common regular verbs in the present tense, for example, the -are verbs gioco – gioca; mangio – mangiamo, and then recording their findings by making a list of verbs and tenses * expressing negation (e.g. voglio / non voglio) by playing a game of ‘Have you ever …’ * expressing preferences and reasons for preferences, for example, Preferisco … perché … * linking sentences using simple conjunctions such as e and ma by playing the ‘infinite sentence game’, where each student links a new phrase with a conjunction * recognising how ideas are sequenced in simple texts by using linking words such as prima and dopo, and practising by ordering sentence strips to make complete sentences * applying the regular plural forms (o – i; a – e; e – i) and practising them by playing card games such as ‘snap’ to match the singular and plural forms * noticing that suffixes add nuance, such as -ino (e.g. fratellino, piccolino) and -etto (e.g. poveretto, casetta) |
| recognise and compare familiar Italian language structures and features with those of English and/or other languages, using simple metalanguage  VC2LIT4U03 | * noticing common and differing features between written languages, such as the Greek alphabet and characters in Chinese and Japanese, and noticing that some languages also write in a different direction, such as right to left in Arabic and Hebrew, and vertical writing in a number of Asian languages * listening to or reading texts, and recognising and adapting word order between Italian and English (e.g. il pennarello nero = the black marker), noting common exceptions or playing a game of ‘mix and match’ * noticing Italian uses accent marks on some vowels to indicate pronunciation, such as città and perché, and searching through a storybook to find vowels with accents * recognising differences in capitalisation rules when writing, for example, omitting capitals for days of the week, months of the year and nationalities in Italian, and making a classroom poster that displays the rules for capitalisation * considering loan words from English in Italian (e.g. il weekend, la t-shirt, il tennis) and the reverse, words borrowed from Italian in English (e.g. piano, graffiti, spaghetti, fiasco, a capella, broccoli, confetti, inferno, viola) * identifying cognates, including nouns such as cioccolata, cinema, pera, parco and stazione; adjectives such as intelligente and interessante; and verbs such as arrivare, studiare, telefonare and visitare, for example, by playing cognate tombola from wordlists * noticing that Italian has a number of words that are ‘false friends’ (e.g. annoiare, domandare, camera, fattoria, educazione, parenti, stampa, mille), for example, by creating a poster and adding sticky notes of false friends when encountered in classroom texts * noticing that Italian, unlike English, uses cardinal numbers for dates except for the first of the month (e.g. il 23 marzo; il primo giugno), for example, writing and ordering well-known dates such as New Year’s Day, Valentine’s Day, April Fools’ Day, la Festa della Repubblica, Ferragosto, la Vigilia della Festa di Tutti i Santi and Natale * noticing that Italian talks about time differently to English, for example, Che ora è? Sono le nove * recognising that there is the standard language called ‘Italian’, as well as many dialects spoken throughout Italy and language variations spoken in Italian-speaking communities around the world, for example, by viewing online video clips and comparing vocabulary such as numbers and greetings |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of culture  VC2LIT4U04 | * identifying elements of the Italian language that feel most similar to or different from their own language (e.g. pronunciation of some sounds, gestures, facial expressions), and describing what they are confident in, what they feel unsure of and what they most enjoy * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where they represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * exploring cultural practices that may be unfamiliar, including Italian routines and habits of socialising, such as la merenda, la mensa scolastica and la passeggiata, and creating a role-play to demonstrate them * recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, using Roman numerals, currency, toilet signs, and street signs such as senso unico and zona pedonale, searching for examples of these in Italian books and brochures, and then creating an infographic * watching Italian short videos or cartoon clips and observing the language used across generations, such as differences in words used by grandparents, parents and young people, and suggesting why these differences occur * becoming aware of the variety of ways in which people can be addressed, including making the feminine form visible (Ciao bambini e bambine) and adopting non-gendered alternatives (e.g. Buongiorno classe or Vi diamo il benvenuto) * showing awareness that some festivities may have no English cultural equivalent, such as Ferragosto and la Befana, while others may have significance for only some students in the class, depending on their background (e.g. I’onomastico, *il* Carnevale, la Pasquetta, la Festa di San Nicola, *i*l Presepe), and making a comparative chart of festivals in different countries * observing the connection between some names and regional and family connections or religions, such as Leonardo (di ser Piero) da Vinci * viewing a map that shows Aboriginal and Torres Strait Islander languages and noticing how many languages are represented in Victoria, and then learning about the diversity of languages that students in the classroom have a connection to * identifying the Aboriginal or Torres Strait Islander Country or Place on which they live, and incorporating this into their self-introduction in Italian |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Italian language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Italian to exchange information and ideas within their school and local environment, and engage with Italian-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Italian, and use simple metalanguage to reflect on their understanding. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Italian that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Italian. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation and intonation in spoken language and apply conventions of spelling and punctuation in written language. They compare language structures and features in Italian and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LIT6C01 | * exploring formal and informal language for letter or email writing, such as applying for a dog-walking job, or writing to a new amico di penna, compared with creating a greeting or invitation card for a significant occasion (e.g. il compleanno, l’onomastico), for example, Caro vs. Gentile; Distinti saluti vs. Ciao! * responding to an email from a penfriend who speaks Italian or who is also learning Italian (e.g. Piacere di conoscerti), or contributing to or writing a post for a school blog, for example, Oggi in italiano ho imparato …; il mio hobby …; il mio papà piace …; la migliore ricetta della mia nonna …; O no! Avevo mal di dente.; il mio cantante preferito … * interacting to agree or disagree politely with others when questioning and evaluating classroom activities, for example, Sono / Non sono d’accordo; Anch’io!; Secondo me, non è vero/bello/giusto; Buon’idea! * asking and giving directions to places in the local area or an imagined locality, using print or digital maps, for example, visiting destinations around school, using phrases such as Inizia dall'albero dell'amicizia; Vai a nord; Gira a destra; Vai diritto; Segui il percorso; Attraversi il campo * asking and responding to questions that elicit personal information about themselves and others (e.g. Da dove vieni? Vengo da Melbourne.; Sei australiana? No, non sono australiana, sono cinese.; Sono di origine greca.; Quanti siete in famiglia? In famiglia siamo in sei.; Quando siete arrivati in Australia? Cinque anni fa.), submitting one piece of information about themselves that other students are required to guess * using modelled language structures to describe a famous person, for example, playing a guessing game, where students must guess the person by giving hints to support others to guess the famous person’s identity: È maschio. È nato nel millenovecentosessantacinque. Ha interpretato Iron Man * expressing feelings about a famous person (e.g. È simpatico e bravo; Mi piace tanto; Vorrei …; Mi piacerebbe …), for example, a gallery walk, where students walk around the room, view images and make comments that express their thoughts and feelings * asking and responding to questions about personal preferences, for example, Quale materia ti piace?; Mi piace le scienze … / No, non mi piace …; È facile/difficile.; Quale sport fai?; E tu?; Bravissimo!; Eccezionale! * understanding idiomatic usages such as those that describe a person’s physical state (e.g. Ha fame/sete/freddo/caldo; Ho mal di …), creating a comparative chart in both languages to show differences * talking about the local environment and expressing opinions and preferences, for example, Qui c’è molto verde; A/In … c’è tanto inquinamento; Mi piace il caldo; Mi piace / Non mi piace la musica rock/pop/classica |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LIT6C02 | * planning and organising activities, using language related to details including place, time and numbers (e.g. Dove facciamo la festa?; Quando?; Il due maggio; Quante persone invitiamo?; A che ora comincia?; Quale torta preferisci?; Chi viene?), for example, recreating an invitation in Italian, including all language – questions and answers – to provide information for the indicated audience, or playing a game where the answers must be framed as questions * participating in role-plays that involve transactions and opinions, for example, buying goods at a market using familiar language (e.g. Quanto costa?; È troppo caro/costoso; Quanto viene?; C’è lo sconto?; Che cosa ne pensi? Secondo me, è …; Trovo … un po’ …; È bellissimo; È di moda) * taking an opinion survey (e.g. Mi piace l’uniforme scolastica – Sì, mi piace / No, non mi piace; Perché? / Perché no?; È una buona idea portare il mio cane a scuola – Assolutamente sì! / Proprio no!; I compiti sono davvero utili – Sono d’accordo / Non sono d’accordo; La scuola ha bisogno d’una piscina – Ne ha bisogno / Non ne ha bisogno), and discussing graphs of the class results * participating in taking action in relation to class rules and routines, or environmental care, for example, creating a blog post or environmentally focused posters for the school environment (e.g. Butta la carta nel contenitore giallo; Aiuta i bambini della prima ad attraversare la strada; Voi due, create il poster) * planning and organising a performance for a school assembly to showcase what they have learnt in their Italian class, allocating roles to members of the class and negotiating who will recite a poem, sing, rap or perform a role-play, for example, Chi vuole cantare?; Ti va di …?; Preferisci …?; Io non voglio … |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LIT6C03 | * planning, creating and presenting the findings of surveys using brainstorms, tables, graphs and digital presentations, for example, Che cosa fai nel tempo libero? Elenca tre cose che ti piacciono. * researching topics (e.g. leisure, recycling, the water cycle, the solar system, geographical features of Italy) using a range of sources (e.g. magazine articles, books, websites), and organising and sharing the information in print or digital format, for example, creating a block report, concertina poster, digital comic strip or animation * reorganising information from listening or reading texts, for example, rearranging information using tables, concept maps, timelines or retrieval charts * interpreting information from a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions using this information, presenting it independently in a variety of forms (e.g. using a flowchart to explain the life cycle of a butterfly) or reporting to the class, for example, La metà della classe …; La maggior parte …; Pochi …; Tanti …; Alcuni …; Quasi tutti … * viewing documentaries about Australian/Italian cities or the natural environment to complete a list of facts or to collect information to discuss and compare with their peers * viewing a number of images of different Italian landmarks and writing captions by extracting phrases from a formulaic phrase bank |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Italian in familiar non-verbal, spoken and written contexts  VC2LIT6C04 | * viewing a range of texts (e.g. emails, letters, profiles, blog posts), creating a comparative table of the different conventions required for each text type * using a variety of print or digital dictionaries and electronic translation tools critically to find the correct meaning of words and expressions within a given context, reverse-translating familiar song lyrics, memes and short famous texts to discover how they change * composing print or digital word banks or glossaries of Italian and English expressions used in formal and informal interactions, using bilingual learning resources and electronic translation tools * watching videos, documentaries, films or interviews, and then collecting and organising information about an Italian cultural event using a note-taking sheet or graphic organiser * gathering factual information from a range of sources (e.g. news, weather reports, population data, geographic information), and tabulating the findings to create digital or print presentations * viewing street signs, instructions, directions, menus, websites, shop signs and advertisements, and noticing language differences and that there is not always word-for-word equivalence with English, for example, Passo carrabile; Tabacchi; È vietato calpestare l’erba; Attenti al cane * comparing how cultural concepts and messages are expressed in stories and song lyrics in Italian and in English * asking and responding to structured questions (e.g. Chi …?; Dove …?; Cosa …?; Perché …?; Quando …?), using modelled language to express opinions about events and characters in texts, and to interpret, compare and evaluate the purpose of the texts and their audience, for example, by playing a game where answers are framed as questions |

##### Sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LIT6C05 | * writing short texts (e.g. emails, letters) to friends or family members (e.g. grandparents, older significant adults) to interact and share information about aspects of their life, using the appropriate phrases to mark respect for age, gender and/or social authority * writing and performing their own texts (e.g. songs, plays, video clips, fairytales), and adapting patterns from familiar stories to create booklets, board games or a different version of a text based on the characters, settings and events of an Italian story such as ‘I tre orsi’ and ‘Il fagiolo magico’ * conveying information to others through different text types, for example, creating an advertisement for la Festa del Cioccolato di Perugia: Vuoi partecipare …?; Ti piace …?; Preferisci …?; Allora, vieni a … * using expressions that reflect cultural concepts, behaviours or messages when creating texts, for example, La domenica mangiano la pizza; La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme; La mia squadra è forte ma la tua è finita * demonstrating that language varies depending on how people feel, who they are interacting with, and their relationship with each other when creating texts, for example, using emotive language with friends and peers (e.g. Ma dai!; Non ci credo!; Che barba!), more formal language with unknown adults (e.g. Scusi?; Per cortesia) and a range of salutations with varying degrees of formality in written communication (e.g. Tanti cari bacioni; Un grande abbraccio; Distinti saluti) * creating a storyboard to explore the sequence of events (e.g. times, daily routines), or playing a loop game, where students ask, ‘I have … Who has …?’ and collecting and sequencing a variety of vocabulary * composing and performing short plays or skits about topics of interest, using digital media to share with their peers or Italian-speaking contacts * creating a multimodal presentation (e.g. digital travel brochure or video guide) to share interesting facts about Italian geography, places to visit, and things to do and see * producing short written texts for a range of occasions, for example, social media posts or SMS messages; making a ‘save the date’ card, congratulations card or thank you letter; accepting or refusing an invitation * writing a diary entry about various experiences regarding learning Italian, for example, Gli italiani in Australia amano …; Mia nonna è contenta quando …; Ho imparato …; Ho visto …; Sono sorpreso di scoprire … |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LIT6U01 | * learning to pronounce double consonants and understanding that not pronouncing double consonants in Italian affects meaning (e.g.papa/pappa; dona/donna; casa/cassa; polo/pollo), by playing digital games that match the correct image to the correct pronunciation * learning to pronounce z and zz sounds (‘z’ vs. ‘ts’), for example, zaino vs. canzone, azzurro vs. pizza*,* by practising and saying tongue twisters to perfect the sounds * learning that unstressed vowels i and u can form ‘y’ and w’ sounds when followed by vowels (e.g. ieri, uomo, pinguino),for example, by playing a dictation game * recognising that Italian usually stresses the penultimate syllable (e.g. studiare, francese, intelligente) and that there are exceptions to the rule (e.g. meccanico, subito, difficile)*,* by listening to an audio or video text and making a tick against the sound every time they hear it * understanding that letter combinations affect pronunciation (e.g. the letters sc are pronounced ‘sh’ in sci and sce, but ‘sk’ in sca, sco and scu) and can also affect meaning (e.g. sciarpa/scarpa), by playing wall dictation, where students go to see a word and then race back to their partner who must write the word that they heard * learning to pronounce diphthongs in Italian, such as in buono, chiuso, ieri, ciao and più, by using songs that incorporate this language such as ‘Ciao, buongiorno' * understanding that there are both grave and acute accents in Italian (e.g. è, perché, città) and that accents on the last letter of a word indicate where the stress falls in pronunciation, and learning to insert accents into texts electronically * noticing that Italian sentences can be very lengthy compared to English, for example, looking at a newspaper, counting the number of words in the sentences, and challenging each other to find the longest sentence |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LIT6U02 | * using ordinal numbers to sequence, for example, in timetables, Nella seconda classe ho l’informatica; la quinta; la terza aula * recognising and applying some agreement principles, such as for cardinal and ordinal numbers, for example, Vorrei otto torte per la festa; La prima tazza di caffè è buonissimma * using both regular and irregular plural nouns, for example, for body parts (e.g. un ginocchio / due ginocchia; *il* dito / le dita; *il* ciglio / le ciglia; *il* labbro / le labbra), and playing a ‘make an alien’ game, where students roll a die, draw the matching body part as they correctly say the Italian, and then describe their ‘alien’ to the class * understanding the variety of plural forms of definite articles and their relationship to gender (e.g. le sedie, i libri, gli anni, le api, gli zaini), by participating in an ‘article race’, where students are required to locate all the definite articles in a piece of text and highlight them according to their number and gender * learning the structure for telling the time in Italian (e.g. Che ora è?; Che ore sono?; Sono le due; Sone le quattro e mezza; Sone le undici meno un quarto; È mezzanotte; È l’una) by creating an imaginary event and describing their schedule by reassembling separated sentence strips * using reflexive verbs and the simple past tense in formulaic expressions, for example, Mi alzo alle sette; Sono andato/a al cinema; Ho giocato a calcio * using the present tense of regular and some irregular verbs to talk about present and some future situations, events and activities done regularly, for example, using avere, essere, stare, giocare, dormire, fare, scrivere and andare in sentences (e.g. Anna ha due fratelli; Scrivo nel libro; Ogni anno vado in vacanza al mare; Vado al cinema domani; Luca fa la spesa stanotte; Sto bene) by playing a ‘loop’ game, where they are challenged to recognise the irregular form of a verb in a familiar sentence, passing to the next student in the circle until the student who correctly uses the verb can throw the card into the centre of the circle * recognising that Italian has pronouns but that these are implied in the conjugation of verbs, and exploring Italian subject pronouns and how they can be used for emphasis or clarity (e.g. C'è qualcuno alla porta; Vado io!; Anche lei vuole andare) by listening for the target phrases while viewing a television commercial, and then discussing the position of the pronoun in the phrases that they hear and how they show emphasis and clarity * formulating questions and requests (e.g. Che ora è?; Pronto, chi parla?; Quando comincia la scuola?; Dove andiamo stasera?; Che tempo fa?; Cosa vuoi?; Perché sei in ritardo? Perché c'è stato un incidente?), for example,writing a role-play about a time traveller or someone who has just emerged from a long, long sleep and is askinq questions * using some suffixes to modify Italian nouns and adjectives (e.g. bravo/bravissimo; treno/trenino; casa/casetta; parola/parolaccia; fratello/fratellino; povero/poverino), for example, playing a matching game, digitally or with cards (e.g. ‘memory’, ‘snap’) * understanding that some adjectives precede the noun (e.g. Che bella giornata!; È un bravo ragazzo; È la stessa cosa), by reading poems and rhymes, and highlighting examples where adjectives are in different positions * recognising the position of adverbs in sentences (e.g. Non vado mai al cinema; Cammino lentamente) by viewing commercials and print ads, and identifying examples of adverbs, discussing their position and then making their own print ads with adverbs * expressing positive and negative preferences, and using adverbs to intensify the meaning (e.g. Mi piace molto la cioccolata; Non mi piace tanto ballare), for example, playing a ‘secret character’ game, where students have sets of cards with specific characteristics, and they ask yes/no questions to determine who has the ‘secret character’ card * using simple conjunctions such asperché and anche to sequence events and join sentences by assembling sentences from strips using conjunctions * recognising that definite articles combine with some prepositions to form words (e.g. Mi piace le noci nella torta; Il treno parte alle sei), by completing cloze activities |
| compare Italian language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LIT6U03 | * using simple metalanguage to describe patterns, grammatical rules and variations in language structure, using terms such as ‘tense’ and ‘personal pronoun’ * applying intercultural awareness when using metalanguage to explain learnt words and expressions to others, for example, applying practices relating to hospitality, using target expressions (e.g. S’accomodi!; Grazie per l’invito …; Volentieri!; Certo!; Come no!) by playing the ‘peg’ game, where students have a peg on their clothing and must use the target word in context to lose their peg before the end of class * explaining the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs (e.g. È vietato calpestare l’erba; Accesso vietato; Area pedonale; Divieto di balneazione; Indossa la mascherina)by placing these signs and icons around the classroom and/or school and asking students to abide by them, or translating signs that are already around the school into Italian * watching a video and interpreting the meaning of particular word choices and gestures made in conversations between Italian speakers, for example, explaining the use of idioms such as Diamoci del tu!, Dai!, Via!, Evviva! and Non vedo l’ora! * finding commonalities and differences with other languages spoken by the classroom cohort of various idiomatic expressions for similes (e.g. Piove a catinelle; Dorme come un ghiro; Felice come una Pasqua), for example, investigating the translation of terms such as ‘thingummybob’ in other languages known to members of the class and then comparing the translation with others; comparing different dialects in Italian; viewing a short clip that demonstrates differences in the pronunciation or translation of well-known phrases such as ‘It’s raining cats and dogs’ * understanding that some words originate from Aboriginal languages from different areas around Australia, for example, il koala (koala) from the Dharug word gula, meaning ‘no water’ or il dingo (dingo) from the Dharug word din-gu, and comparing these words to English and/or other languages and discussing their historical context |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LIT6U04 | * listening to or viewing short skits of Italians speaking to develop an awareness of different dialects and language variations spoken in Italy and in Italian-speaking communities around the world, for example, observing and listening to accents from different regions in Italy or different Italian-speaking communities in the world * noticing the use of gestures in video clips, and role-playing the gestures where there is negotiation or when emotions are heightened * listening to a conversation and comparing language use in similar social situations in Italian and English (e.g. Boh!; Acqua in bocca!; In bocca al lupo!),and using a visual tool such as a Venn diagram or Y-chart to identify similarities and differences * exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language * comparing words that they have heard in their home and/or community to words learnt in class, and noticing that there are different dialects in Italian, for example, observing that bambino in Standard Italian is equivalent to picciriddu in the Sicilian dialect and ceo in Veneto, exploring the origins of the words, and discussing these in class * exploring with the teacher aspects of Italian culture that may create comfort or discomfort with the ideas and language used by others, such as farsi il bidet * recognising experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, for example, in shop signs such as Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori and Assaggio, and creating a shopping strip in the classroom with signs and appropriate window displays for each shop * discussing traditional methods that Italian speakers use to preserve language and culture, comparing these with examples of cultural artefacts such as dance, songs, artwork, artefacts or traditions from a range of different cultures, and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples, and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom * discussing some generalisations about Italian and Australian people, and reflecting on their own experiences by, for example, participating in a brainstorming session about stereotypes of Italian, Australian and other cultures represented in the classroom, and reflecting respectfully on stereotypes; creating a stereotypes chart explaining to others the significance of some Italian cultural practices (e.g. greetings, mealtimes, school/family routines) and events, and noticing cultural differences attached to the interpretation of meaning, for example, la moda; la passeggiata |

## Levels 7 and 8

### Band description

In Levels 7 and 8, Italian language learning builds on each student’s prior learning and experiences. Students use Italian to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Italian, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Italian-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Italian to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Italian and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Italian text, using some metalanguage. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others  VC2LIT8C01 | * asking for, giving and following instructions, for example, Dove sono i quaderni?; Come si scrive questa frase?; Cosa vuol dire …?; Dov’è la casa di Luca?; Devi prendere la terza strada a destra; Clicca su ‘copia’ e poi ‘incolla’ * using register-appropriate forms of address to express and receive greetings, thanks and good wishes, and to apologise, for example, using formal language with adults, for example, Buongiorno, Signor Rossi; Piacere di conoscerLa!; Tantissimi auguri!; Grazie mille; Mi dispiace, non posso/sono impegnato …; Mi scusi! * recounting events, and describing activities and personal experiences, for example, Durante le vacanze sono andato/a ad Alice Springs con la mia famiglia e abbiamo anche visitato Uluru; Mi sono divertito/a alla festa di Marta ieri sera perché c'erano tanti giovani * sharing information and expressing opinions, preferences and feelings, via spoken and written texts, about favourite forms of entertainment, celebrities and significant figures, for example, Ogni weekend vado al cinema con i miei cugini, ma d’estate preferisco andare al mare; Gioco a pallavolo ogni sabato mattina, ma preferisco giocare a volleyball perché secondo me, è più facile; Amo il rap e il mio cantante preferito italiano è Jovanotti * sharing information about their neighbourhood with students from a real or imagined Italian-speaking school, using digital resources (including interactive multimedia) to describe the area in which they live, and the facilities and activities available to them after school, such as sportsgrounds, gyms and youth clubs * exchanging and comparing personal information (e.g. routines, experiences) using essere, avere and other common verbs, including reflexive verbs, for example, Ogni mattina mi alzo alle sette, ma mia sorella si alza alle otto; Di solito vado in piscina dopo la scuola * expressing the degree of preference for activities and interests in a conversation with others, for example, Mi piace giocare a calcio, ma non mi piace per niente suonare il pianoforte; Adoro fare shopping con gli amici; Ti piace leggere? Non mi piace per niente!; La torta al cioccolato mi piace da morire * sharing memories in speech and/or writing, for example, Mi ricordo quando ero piccolo/a …; Avevo 13 anni quando … |
| use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LIT8C02 | * arranging a buddy Italian class to meet face-to-face or online, discussing how the interaction will be organised, for example, Non va bene mercoledì. Ci vediamo giovedì, il 12 maggio alle 14:00?; Ci chiamate voi? Vi chiamiamo noi. * participating in real and imagined transactions and negotiations when shopping or ordering, demonstrating understanding of shopping etiquette in Italy, for example, Quanto costa il biglietto per …?; Preferisco viaggiare in seconda classe; Vorrei comprare questo libro. Quanto costa?; I pantaloni vanno bene.; La camicia è larga, c’è la taglia più piccola?; Costa troppo!; C’è lo sconto? / Mi fa lo sconto?; Che affare! * discussing projects as a whole class, for example, Cosa possiamo riciclare?; Come possiamo diminuire l’inquinamento intorno alla scuola?; Come possiamo rendere più sicura la strada da casa a scuola? * comparing and contrasting alternatives, agreeing or disagreeing, and accepting or declining, when deciding what to do, where to go and what to choose, using formulaic and modelled language, for example, Vuoi andare a fare bowling domenica o preferisci fare un giro in bicicletta? Mi dispiace, non posso venire perché vado al mare.; Andiamo al cinema questo sabato? D’accordo!; Oggi no, domani sì.; Forse sì/no.; Vengo dopo / più tardi / la prossima volta. * sharing suggestions with peers to organise class events (e.g. hosting a party or guest, giving a community performance) using modelled language, for example, Che giorno celebriamo? Preferisci venerdì o sabato sera?; Cominciamo alle 18?; Chi invitiamo? Possiamo invitare tutta la classe/famiglia.; A che ora dobbiamo arrivare?; Che cosa mangiamo?; Io posso portare i bicchieri / i piatti / le posate / i tovaglioli.; Io preparo il menu / l'invito / la torta / gli addobbi. |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LIT8C03 | * interviewing peers about routines, practices, preferences and choices using formulaic phrases, and presenting the findings in specified formats (e.g. profile, posters, charts, timelines) using modelled phrases, for example, Il cantante italiano è popolare, ma quello americano è meno popolare; Tanti studenti amano educazione fisica mentre pochi amano matematica; Molti ragazzi hanno il cellulare, ma pochi parlano al telefono e preferiscono inviare i messaggi * summarising the main points of texts, deducing the meaning of some unknown words and phrases, and identifying cultural references that contribute to the overall meaning, for example, Mia nonna abita con noi, e questo è molto comune nel mio paese * using a range of tools (e.g. graphs, tables, mind maps, concept maps, charts) to summarise and organise findings and present them to others * viewing visual texts (e.g. images, television programs, advertisements, cartoons and online video clips) to identify key information, including cultural references/representations or the order in which they appear, for example, Nella pubblicità vedo … poi …; La trasmissione parla di … ; La nonna nella pubblicità indossa il nero; La bambina mangia la Nutella per colazione; È uno stereotipo * comparing Italian travel brochures and itineraries, identifying aspects such as transport arrangements, costs, places of interest and accommodation options, and using formulaic sentence structures to advise visitors or plan an itinerary for a particular group (e.g. a school excursion or exchange students), for example, Si può andare a …; L’autobus è più costoso/economico; costa meno/poco/troppo; Puoi/Possiamo/Potete vedere/visitare/ammirare/assaggiare … * responding to the key ideas of a text (e.g. story, film, poem) by giving a personal opinion, describing pros and cons, or expressing perspectives about the topic, characters, themes and views, and comparing students’ responses to the same text to consider differing perspectives, for example, Secondo me, è importante mangiare sano perché …, ma qualche volta …; Sono/Non sono d’accordo con … * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in Italian that can cause miscommunication |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts  VC2LIT8C04 | * interpreting signs, text, messages and advertisements in Italian; identifying language structures and features that are not easily translated and could give rise to misunderstandings; and writing simple explanations of their meaning, for example, writing Italian explanations for visual road signs, symbols on rooms, food labels and/or matching symbols with written equivalents, rating symbols in order of importance, and justifying choices * using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing the results, and observing any challenges presented by translation * listening to authentic Italian texts (e.g. podcasts, radio, television shows, advertisements) to identify different types of language for different audiences, and collating their findings in a visual presentation * comparing texts from different eras, such as fairytales, fables, graphic novels and video clips, and identifying themes and representations * presenting their findings related to the investigation of a social or cultural issue, such as la moda and fare bella figura, and summarising opinions and attitudes collected from surveys, interviews and media sources * translating short phrases or texts, noting culture-specific words and phrases (e.g. fare la passeggiata; fare i capricci), discussing alternatives, and noting equivalence or non-equivalence * analysing the meaning and use of idioms and sayings (e.g. Che barba!; Che schifo!; Meno male!; Meglio così!; Bello da morire!; A chi lo dici!; Boh!; A quattr'occhi; Fare due passi; Fare quattro chiacchiere), and considering equivalents in English and other languages * reviewing and responding to aspects of cultural practices that are represented in authentic texts (e.g. advertisements, brochures, menus) to discuss the cultural differences that are evident, noting the reactions of class members to these differences * creating, individually and/or collaboratively, resources such as glossaries, signage, recipes, children’s stories, factual reports, timelines or brochures |

##### Sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LIT8C05 | * using appropriate digital tools to create and present an informative oral or written history of a significant older Italian-speaking person in their family or community * creating and/or performing their own spoken, written or multimodal texts that reflect Italian cultural behaviours, attitudes and social conventions (e.g. writing a script and creating a video clip about life at home or in the community), comparing their own texts to others’ and highlighting cultural conventions, for example, Prima di entrare in aula, chiedo permesso; Prima di entrare in casa, mi levo le scarpe; Prima di mangiare, dico «Buon appetito!»; Prima di andare a letto, dico «Buonanotte a tutti!» * composing a script for a role-play or short film with subtitles, depicting an aspect of contemporary teenage life from an Italian or Australian perspective * creating an advertisement or poster to persuade a specific audience using both singular and plural imperative forms, for example, Non rovinare la nostra scuola!; Metti i rifiuti nei bidoni, non sotto i piedi!; Non aspettate!; Fatelo subito! * designing cartoons, picture stories, plays or ‘Big Books’ appropriate for different audiences, using repetitive sentence structures and vocabulary, for example, Di chi è questa coda? È della mucca! * describing past and present events, and considering that Italian and English express concepts across time in different ways, for example, giving a presentation or writing a blog post comparing the typical family holiday and an unusual family holiday * designing a digital poster or electronic brochure to advertise a social event in their local community related to lifestyles, social and cultural events or environmental issues, for example, la Sagra del Pomodoro (family tomato-sauce-making day), and/or other Sagre (festivals associated with food preparation or the harvest), both in Italy and in Australia (in the Italian–Australian or wider Australian community) * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town * applying the main features of familiar text types in Italian when writing a letter or an email to a friend, a narrative about an imagined event, or an article for a newsletter in Italian * taking note of ‘false friends’ when creating texts, for example, noting that the English word ‘annoyed’ does not translate to annoiato in Italian |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply conventions of spoken Italian to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LIT8U01 | * examining differences in the pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying them in their own work, for example, famiglie, gnocchi, chiese, barche, chiavi, cena; sono/sonno; vale/valle; felicità, capacità * recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotions, for example, Vai a casa? / Va’ a casa!; Oh! / E? / Ahimè! * recognising that language use changes according to the text type and modality, for example, comparing emails and letters, written notes and SMS messages, or diary entries and interactive webpages to spoken language, and identifying differences in the use of language * recognising the importance of syllable stress when pronouncing words that have the same spelling but different meaning, for example, subito/sub**i**to; ancora/ancora; leggere/leggere; **per**dono/perdono * identifying how choice of vocabulary and grammar in both spoken and written language relates to variables such as age, social status, relationship and situation * creating texts based on the daily routine of a fictional or historical character, for example, Michelangelo vuole scolpire una statua di David. Prima va in montagna per trovare un pezzo di marmo bianco. |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIT8U02 | * using suffixes such as –ino/a, -issimo/a, -etto/a and -astro/a (e.g. grande/grandissimo; piccolo/piccolino; casa/casetta; figlio/figliastro; figlia/figliastra) and prefixes such as pro- and bis- (e.g. prozio, bisnonno) * using these suffixes to emphasise likes and dislikes, for example, in a role-play about shopping for clothes: Questa camicetta è carina; Ti piace la collana? È bellissima!; Quelle scarpe sono bruttissime! * extending their knowledge of noun+adjective word order, including contexts where the word order departs from the basic rule, for example, writing a poem for a poetry competition * using direct object pronouns with the present tense, for example, in a game where the aim is to repeat sentences by replacing the nouns with appropriate pronouns * using prepositions, including articulated prepositions (which combine with the article), such as a, di, da, in and su (e.g. a+il = al; di+la = della; da+l’ = dall’; in+lo = nello; su+i = sui), and those prepositions that do not combine, such as tra and per, in cloze and gap-filling exercises * using a range of adverbs to qualify verbs, such as proprio, troppo, abbastanza, specialmente, spesso, nemmeno, purtroppo and non … né … né …, for example, by writing a brief review of a popular television program * using more complex negative constructions, including the double negative (e.g. Non vado mai in centro; Non c’è niente/nessuno), for example, planning an outing for the weekend or school holidays, evaluating venues and destinations, and saying why one place is preferable to another * communicating about routines and actions in the present in speech and writing, using regular verbs in the present tense and present perfect tense, as well as high-frequency reflexive verbs and irregular verbs, for example, writing an email to an Italian exchange student about a typical school day in Australia and/or talking to peers in Italian about how weekends are different from school holidays * making general statements using the impersonal si, for example, Si parla italiano in questa farmacia * discussing a range of scenarios using modal verb forms to express possibility, obligation, ability, likelihood and permission |
| reflect on the structures and features of Italian, and compare them with English and/or other languages, using some metalanguage  VC2LIT8U03 | * discussing language features, word order, and similarities and differences between Italian and English, using relevant metalanguage such as ‘verb’, ‘adjective’, ‘noun’ and ‘pronoun’ * noticing and eliciting different levels of formality by choosing correct forms of modal verbs (e.g. posso vs. potrei; devo vs. dovrei), for example, by taking part in a range of role-plays with settings and interlocuters that require contrasting levels of formality (e.g. a restaurant vs. a birthday party; a job interview vs. a chat about career plans with a friend or family member) * describing and applying the main features of familiar text types in Italian, for example, writing a letter, an email or an imaginative story, or creating a report about a film they have seen * viewing a range of texts, such as invitations, recipes and directions, observing that they are constructed for a variety of purposes (e.g. to request, to instruct, to invite, to describe) and audiences (e.g. child/adult, known/unknown people), and noticing the differences in the language used * noticing when and how hybrid forms are used in Italian and English, for example, use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as TVTB (Ti voglio tanto bene), 6 (sei) and x (per), and creating a comparative table of language terms * reflecting on the impact of the media on the Italian language by analysing headlines, advertisements and news reports, comparing vocabulary or syntax in English and Italian * noticing English terms that are used to denote contemporary concepts in Italian (e.g. match, hardware, fast food, acquagym, relax, weekend, budget, fiction) in contexts such as entertainment, movies and television * viewing a range of both modern and traditional texts, and reflecting on the common Latin and Greek origin of cognates and loan words in both Italian and English, such as agenda, census, via, metafora and stigma |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | : Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIT8U04 | * reflecting on cultural etiquette, such as body language and gestures, and how it may be interpreted when interacting with Italian people, including perceived differences in formality * watching short video clips, identifying formulaic phrases, and discussing how cultural concepts are reflected in language use, for example, Cin cin!; Salute!; Buon onomastico! * exploring a variety of linguistic choices available to express gender identities, for example, making both the masculine and feminine forms visible (Il mio scrittore preferito è …, e la mia scrittrice preferita è …; Chi è il tuo attore preferito o la tua attrice preferita?), and exploring how gender-neutral alternatives (Sono una persona allegra; Sono vivace) and innovative gender-neutral endings are emerging in current linguistic practices (Sono australianǝ; Siamo alt\*) * creating a role-play to demonstrate culturally significant concepts encountered in expressions such as fare bella figura and fare brutta figura * observing the connection between some Italian names and religion (e.g. Maria Giuseppe, Pasquale, Natale, Annunziata, Concetta, Addolorata), region (e.g. da Vinci) and family (e.g. di Giovanni, di Paolo) * discussing the advantages of studying Italian to enhance understanding of communication and identity, watching a short video clip or film, selecting and reflecting on aspects of Italian language and culture that could be adopted in Australia, and explaining the reasons for their choices * sharing examples with their peers of how language reflects their beliefs, attitudes and values, and how these are connected to identity, and then creating a mind map to present the results |

## Levels 9 and 10

### Band description

In Levels 9 and 10, Italian language learning builds on each student’s prior learning and experiences. Students use Italian to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of Italian locally and globally through authentic community and online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, social media and other multimodal texts. They expand their knowledge of spoken and written Italian language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Italian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Italian to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They analyse Italian texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Italian to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Italian

##### Sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others  VC2LIT10C01 | * sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, Scusa/Scusi, non ho capito. Puoi/può ripetere, per favore?; Potrebbe ascoltare, per favore?; Può aiutarmi a …; Mi sono dimenticato/a di … * using contextual clues and gestures to assist in comprehending and expressing meanings during spoken conversations, such as responding to facial expressions showing emotion or confusion, for example, Ah, ora capisco! È davvero interessante; Come hai/ha detto?; Eh sì! Ti capisco!; Ma scherzi! * corresponding with their peers throughout the year (e.g. by phone, email, online forum, social media) to build relationships and share views about their home, school, lifestyle, leisure activities and interests, for example, L'ultima volta abbiamo parlato di …; Questa volta voglio raccontarti …; Che classe fai quest’anno? È più difficile quest’anno?; La prossima volta ti parlerò del campeggio * interacting with an Italian contact, in spoken or written Italian, to ask about their past and current activities and future plans, life in Italy and the possibility of visiting in future, for example, Cosa hai fatto a Pasqua?; Cosa farai per Pasquetta?; Cosa fate per festeggiare il tuo compleanno?; Pensi di venire in Australia un giorno?; Penso di andare in Nuova Zelanda alla fine dell’anno. * exchanging letters, emails and videos with peers in Italy about aspects of the youth lifestyle, school and environment, using comparisons when expressing thoughts and ideas, for example, Cosa fate durante le vacanze estive? Come voi, anche noi andiamo verso il mare. * interviewing class members to gauge views about aspects of daily life (e.g. school, pastimes, relationships and the local environment), and having a structured class discussion about the major themes and concerns that emerge, using modelled questions or sentence structures, for example,  Come mai …?; Perché …?; Secondo te, …?; Forse …?; Pensi che …?; È chiaro che … * sharing opinions with peers about experiences, events and interests, incorporating language to express emotions and opinions such as approval, gratitude, regret, appreciation or boredom, for example, Ti è piaciuta la puntata / Ti è piaciuto il concerto di …?; Cosa pensi di …? Penso che …; Preferisco …; Vorrei …; Mi piace di più …; Purtroppo …; Insomma!; Che noia!; Che rabbia!; Che bello!; Che peccato! * debating pros and cons related to topics such as l’uso dei social media, for example, Sono pro/contro … perché … ; Di pro/contro c’è …; Secondo me, è giusto che …, ma capisco che … |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LIT10C02 | * creating an itinerary for a visiting Italian student, collaboratively planning by using appropriate questions (e.g. Vorresti vedere …?; Che ne dici di …?; Cosa ne pensi di …?; Vogliamo …?; Ti piacerebbe …?) to decide purposes, processes and roles in activities, and asking questions to clarify intentions and seek agreement (e.g. Cosa ne pensi se …?; Sei d’accordo?; Va bene?; Un’ idea sarebbe …) * participating in a role-play with their peers to persuade them to purchase items such as tickets, games or clothing, for example, Questa giacca è più bella di quella; Questa è la più elegante di tutte; Ma questa costa meno; È più comoda / pratica / leggera / di moda; Ti sta bene/meglio; Ti sta a pennello * planning a social project such as visiting a childcare centre or the local Italian aged-care home, using appropriate questions and phrases, for example, Dovremo contattare il centro / scrivere una lettera agli anziani …; Cosa possiamo fare/giocare/portare?; Possiamo giocare a tombola/carte/bocce; Potremmo cantare delle canzoni italiane; Potremmo portare biscotti italiani / foto dei nonni / della scuola / degli animali domestici * planning a trip to Italy and discussing alternatives, contributing suggestions and expressing preferences, for example, Abbiamo 20 giorni, ma non possiamo vedere tutto. Quali città vuoi visitare? Secondo me, dovremmo andare prima a Roma perché ci sono molti voli diretti a Roma.; Secondo me, dovremmo vedere Roma alla fine perché …; Sicilia è da vedere perché …; Bisogna/Propongo di fare così; Prima andiamo a …, poi ci fermiamo a … Torneremo a casa il 23 gennaio. * inviting peers to attend a gathering or celebration, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, Ti va di andare alla festa di Giorgio?; T’interessa venire al concerto?; Sei libero …?; Che bello!; Non mi va. Non posso, purtroppo devo andare dai nonni quella sera.; Che delusione!; Che peccato!; La prossima volta! * negotiating options and stating their wants and needs, for example, Vuoi venire da me giovedì sera? Ho bisogno di aiuto con …; Se viene …, vengo anch’ io.; Secondo te, sarebbe meglio se …?; Conviene prendere l’autobus / venire un po' prima * negotiating a price and understanding the appropriateness of this in different cultural contexts, for example, In Italia al mercato è normale trattare.; Posso chiedere lo sconto in un negozio?; Costa un po’ troppo, mi può fare uno sconto?; È se ne compro due paia? * exchanging a purchased item, for example, Mi dispiace, ma non mi sta / non funziona bene, c’è un difetto … Vorrei cambiarlo/a. È possibile? Ho / Non trovo lo scontrino. |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIT10C03 | * interviewing older Italian speakers about aspects of their life when they were teenagers (e.g. their interests, daily routine practices, preferences, choices, likes and dislikes), comparing the information with their own life in a table, and writing a report about ‘The pros and cons of being young: now and in the past’ * viewing an excerpt from a film or video clip and extracting details and main ideas, making judgements about their relevance and discussing contrasting points of view, for example, I fatti presentati sono …; L’articolo è stato scritto dal punto di vista del genitore; Le due persone non sono d’accordo perché … * exploring different sources to gather information about an issue, organising their findings using tools (e.g. tables, graphic organisers, charts), reporting back to others, discussing whether the information from different sources is similar or different, and offering reasons why, for example, Nella tabella si vede che …; Secondo l'indagine, …; Secondo tre dottori, …; Tutti e tre gli articoli dicono che … * listening to, reading and viewing authentic texts and answering questions in Italian and English, for example, Chi è l’autore?; Di cosa tratta?; Per chi è stato scritto?; Qual è il tema?; Qual è lo scopo? * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Italian, and creating and presenting their personal profile to the class * summarising the message or argument of a text (e.g. advertisement, poster, article) and using evidence from the text to consider how claims are supported, for example, comparing different perspectives of the same event or a topical issue such as i rapporti intergenerazionali, l’ambiente, le scelte alimentari, il consumo del grano transgenico or i rapporti genitori-figli * using ideas drawn from different areas of learning (e.g. health and nutrition, design, biological science) to write an informative or persuasive text using relevant expressions, for example, Venite! Ascoltate e provate …! Usalo due volte al giorno e vedrai i risultati!; Mangiare molto zucchero danneggia le ossa, i denti ed il fegato. Per stare meglio, bisogna mangiare meglio ed evitare lo zucchero. |
| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIT10C04 | * viewing a range of multimodal texts, interpreting and explaining the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Italian texts, for example, interpreting the underlying messages in Italian pop songs, the neorealism of Italian film and social issues captured in graffiti * viewing mimed performances and retelling stories or summarising situations in spoken and/or written Italian, or miming a situation or story for peers to summarise in Italian, using culturally appropriate gestures and body language * experimenting with different resources to assist in translating Italian, and finding the correct meaning in context, for example, using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back-translating, and swapping useful references * participating in classroom discussions about how meaning can be interpreted or misinterpreted by others, for example, keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion (e.g. fare feste; fare il filo a …; a mani vuote; perdersi; spalmare; rendere pan per focaccia) * listening to, reading or viewing traditional and contemporary texts (e.g. stories, fables, films, songs) to understand how moral values and characteristics are portrayed in Italian language and culture, such as being respectful, caring, clever and honest * expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs that have been associated with Italian culture across generations, for example, viewing and discussing excerpts from the films La vita è bella, Pane e tulipani and Pane e cioccolata, or discussing the historical setting of the film Caterina va in città and the main character’s attitude to life and how this may have been influenced by the writer’s background and the significant events and figures of their times * comparing literal and idiomatic translations of popular Italian expressions, observing how translation can cause confusion or make sense, and recognising the cultural dimension of language and communication, for example, In bocca al lupo!; Crepi il lupo!; Che barba! * finding examples of words and expressions in Australian English that do not translate literally into Italian, such as ‘bush tucker’, ‘Surf’s up’ and ‘schoolies’, and providing cultural explanations for Italian speakers and creating a chart of useful expressions for visitors to Australia * evaluating the use of non-verbal and verbal language to communicate cultural meaning, for example, comparing gestures used by Italian speakers to signal meanings such as Ma dai! and Che dici! with gestures used in Australian English and other languages known to the class * exchanging correspondence with their peers, reviewing and adapting their own contribution when the meaning is not clear, and providing further explanations or an alternative way of expressing an idea, for example, Intendo dire che …; Sottolineo l’importanza di … |

##### Sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences  VC2LIT10C05 | * using models of media texts (e.g. television reports, video clips, social media) to create informative spoken and written texts for different purposes (e.g. to inform, persuade, entertain, inspire), such as a weather report, a sports report, a magazine article about an issue or event, or a travel brochure promoting a local region or product, for example, Il tempo previsto per domani è …; L’aspetto più interessante da capire è …; Venite in Liguria! Vi aspettiamo! Cosa aspettate?; Gli immigrati possono essere una grande risorsa; Le olive siciliane sono le più gustose * creating reflective texts such as a journal to present feelings about themes of personal or social relevance (e.g. friendships, relationships, contemporary issues), for example, Non ci posso credere!; Mi fa paura/arrabbiare; Mi sorprende; Mi dà coraggio; Non sopporto la violenza; Ho un sogno …; Mi piacerebbe …; Condivido le opinioni / le idee di … perché … * entertaining others by creating texts with various settings, characters, events, ideas and emotions, such as an imaginative story, a comic strip or a short video clip * creating a procedural text for different audiences and purposes, for example, providing directions to find a restaurant, instructions on how to play a game, prepare a dish or post something on social media, Prima bisogna dare le carte: tre per ogni persona. Poi …; Prima bisogna cliccare su … e aprire … * researching a significant person in the Italian-speaking community and composing a fictional diary in which the person reflects on past successes, current projects and future aspirations * writing a journal entry or a contribution for a school newsletter in Italian reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance; creating a print or digital advertisement or travel brochure in Italian for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear * designing texts, such as an advertisement or magazine cover, for a particular audience, making choices about images, cultural references, music and colour, and explaining reasons for their choices, for example, Ho scelto il blu perché è molto rilassante; Ho scelto quel cantante perché è molto popolare in Italia in questo momento * using features of language (e.g. lexical choices, idiomatic expressions) to achieve different purposes, for example, Chiamaci – ti aspettiamo (advertising); Batti un colpo * exploring the expressions and idioms used in contemporary texts (e.g. poetry, song lyrics) and discussing aspects of Italian society and culture * incorporating contemporary idioms and expressions appropriately when creating texts to suit context, purpose and audience |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Italian to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIT10U01 | * demonstrating control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud, using peer observation to track progress * applying the rules of agreement of nouns, adjectives and articles in speech and writing, working with peers to achieve greater spontaneity and accuracy * identifying appropriate pauses, pace and expression to interpret language devices (e.g. onomatopoeia, alliteration), and applying them to convey emotion and feelings when reading out loud * practising placing stress on the correct syllable when using the imperfect tense in Italian, such as in ascoltavo, ascoltavi, ascoltava, ascoltavamo, ascoltavate and ascoltavano, pronouncing different words as the teacher points to them on the board * applying the correct pronunciation, intonation, rhythm and pace to assist in making meaning in interactions, and applying this knowledge to their own communication, for example, reading stories to young children, asking questions, and expressing emotions, exclamations and commands * viewing a range of spoken and written texts, and observing how alterations in grammatical agreement can change meaning in speech and writing, for example, la moglie dell’architetto che è americano / la moglie dell’architetto che è americana; Sono pronto. / Sono pronti. |
| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIT10U02 | * watching a short film and writing a summary describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of a, di and da, for example, Pratico il nuoto da 6 anni; Hai una faccia da schiaffi!; Fatto a mano! * revising and using pronouns by playing a game of language tag, rephrasing the teacher’s statements, or replacing people/objects with the relevant pronoun, for example, personal, reflexive, direct object, indirect object, relative, demonstrative and possessive pronouns, and recognising ci/vi and ne in context * using adverbs and adverbial phrases of manner, place and time (e.g. proprio, troppo, abbastanza, specialmente, soprattutto, spesso, quasi mai, nemmeno, neanche) to modify the meaning of verbs and adjectives * describing events across different times and choosing appropriate tenses, including present, present perfect, imperfect and future tenses, and modelled sentences using conditional and formulaic subjunctive moods * viewing a range of authentic texts and recognising the impersonal si in modelled and commonly used contexts, for example, Si parla italiano * creating complex sentences by using conjunctions, including siccome, invece, sebbene, nonostante, anche, dunque, quindi and cioè * constructing compound sentences (e.g. Il film che ho visto ieri era favoloso!) and sharing these with a partner, who gives feedback * reading a short text and brainstorming similarities and differences in the use of subject pronouns, and then recognising that subject pronouns may be omitted in Italian, for example, Mia sorella è ritornata tardi / È ritornata tardi * using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, Non avevo più soldi, quindi sono tornato a casa |
| reflect on and evaluate Italian texts, using metalanguage to analyse language structures and features  VC2LIT10U03 | * reading a text, and then highlighting and discussing word order, tenses and verb moods, using terms such as ‘adverbs’, ‘pronouns’, ‘conditional’ and ‘subjunctive’, for example, forming questions using the correct terms, such as ‘How do we form the present perfect tense of a reflexive verb?’ and ‘What is the function of the subjunctive and when is it used?’ * reading or viewing excerpts from contemporary texts, such as a television drama, a comic strip or an advertisement, and analysing and discussing the emotional impact of text features such as the use of hyperbole and metaphor to express emotions and convey attitudes, using metalanguage, for example, Mi piace da matti / da morire!; È una vita che aspetto!; Sei una volpe! * using knowledge of text types (e.g. story, letter, recipe, message, report) to analyse different texts in Italian, and comparing Italian and English versions of a range of specific text types, noticing differences, creating a comparative table of textual features, and then using this information to create texts that respect the conventions * comparing texts created for different audiences such as advertisements, brochures and signs for urban and rural communities or different regions, and noticing how the language reflects ideas and concerns that are important to different communities * viewing authentic texts (e.g. advertisements, short video clips or brochures) from a range of regions, and analysing differences in vocabulary and grammar between Standard Italian and dialects * exploring texts associated with particular groups in Italian communities (e.g. children, youth, women, the elderly, rappers, police, athletes), identifying linguistic terms that are unique to different groups and discussing how language can be a marker of group membership * examining the language of specific texts (e.g. protest songs, posters, graffiti) to identify how language is used for social commentary * investigating the impact of media and technology on Italian, including blended forms used to express new concepts such as the influence of English in Italian media, for example, Fra le iniziative che vale la pena ricordare, c’è la campagna di sensibilizzazione online ‘Stop Cyberbullismo’, avviata nel 2008 dal Ministero della Pubblica Istruzione * analysing Italian terminology related to art, music and cuisine, and its impact on other languages, such as the terms opera, chiaroscuro and allegro con brio, and exploring words from other languages that have been incorporated into Italian * exploring the dynamic nature of language, including the influence of English on Italian, in areas such as technology and popular culture, for example, cliccare, digitare, formattare, autostop, autogrill, il manager and la leader |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIT10U04 | * evaluating self-profiles or autobiographies in different formats (e.g. journal entries, articles, captioned photo stories, digital accounts, short films), including information related to the experience of learning Italian language and culture, and expressing how these have had an impact on their understanding, attitudes or sense of identity * analysing correspondence with Italian peers to notice their questions about lifestyle and practices in Australia, and reflecting on their own questions and the assumptions these reveal * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Italian-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * reflecting on their own experiences of intercultural communication (e.g. misunderstandings in communication and insights gained through interactions), and sharing their experiences of successful interactions and communication * creating a personal profile, and then sharing ideas about themselves (e.g. describing memberships or special talents, explaining family traditions) and reflecting on themselves as communicators in Italian–English intercultural exchanges * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * writing a journal throughout the year, reflecting on how learning Italian has given them insight into the close connection between language and culture, and evaluating how their own assumptions have changed * sharing their family and cultural traditions and experiences, considering how these have shaped and continue to shape their personal identity, for example, Per la mia famiglia, è molto importante mangiare insieme ogni sera, e mi piace perché parliamo di tutto e posso parlare della mia giornata ed esprimere le mie opinioni, così mi sento importante. Spesso parliamo di problemi e cosa possiamo fare così troviamo una soluzione insieme. * identifying specific expressions that reflect cultural concepts in different experiences and texts, for example, Sono in pausa pranzo; Faccio un pisolino; Andiamo a prendere un aperitivo * listening to and/or reading examples of an Acknowledgement of Country or Place in Italian and creating their own version that names the local Country or Place for an Italian-speaking audience |

# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Italian language, and this will be influenced by their prior experiences of language learning. Students use Italian to describe their personal worlds and to interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, blogs and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Italian, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Italian or English, and demonstrate their understanding of context, purpose and audience in texts. They use familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and rhythm in spoken Italian to develop fluency. They demonstrate understanding that Italian has conventions for non-verbal, spoken and written communication. They comment on aspects of Italian and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Italian

##### 7–10 Sequence sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LIT8CM01 | * greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate informal or formal language, for example, Mi chiamo … e tu?; Sono Simonetta. Come ti chiami?; Ho dodici anni; Ciao Gianni, come stai? (Sto) bene/male, e tu?; Mi dispiace; Ci vediamo domani; A domani; Buongiorno; ArrivederLa; Come si chiama?; Buongiorno professoressa, come sta? * sharing information about themselves and their family, friends and pets using subject+verb+adjective sentence patterns, including negative expressions, for example, Non sono alto/a; Ho gli occhi castani; Mio nonno è simpatico; La mia amica del cuore è …; Sono australiano/a / Sono di origine italiano/a; Il mio gatto è molto carino * describing an object or event in their local environment using article+subject+verb+adjective, including negative expressions, for example, … è / non è grande/bello; … è / non è di cotone / di seta; … è / non è interessante/difficile/noioso/divertente * interviewing members of the class about themselves and their family, pets, likes and dislikes, hobbies and leisure activities, for example, Hai una sorella / un fratello?; Hai un animale domestico? * discussing their interests and leisure-time activities and preferences, for example, Cosa fai nel tempo libero?; Mi piace / Non mi piace lo sport perché non sono molto atletico; Faccio il nuoto, ma preferisco giocare a pallacanestro; Gioco a calcio ogni sabato mattina con i miei amici; Vado in città ogni venerdì sera con gli amici; Al centro commerciale, suono la chitarra ogni lunedì * interviewing and/or surveying members of the class about their daily routines (e.g. transport / mobile phone / internet use, text messaging habits, virtual and real relationships, television viewing, hours of sport played) and presenting the data in various forms (e.g. graphs or text), for example, Cinque persone non hanno un cellulare; Tanti / Pochi / La maggior parte …; Il quindici per cento / Due su venti / Il cento per cento usa il cellulare … |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LIT8CM02 | * following classroom instructions to convey understanding, for example, Siediti/Sedetevi/Seduti!; In piedi!; Aprite il quaderno!; Silenzio!; Alzate la mano!; Adesso tocca a te! * asking and responding to questions to elicit information, for example, C’è Marco? Presente!; Hai una penna? Sì, eccola!; Hai il quaderno? Sì, ce l’ho. / No, non ce l’ho!; Come vai a scuola? Vado in macchina / a piedi. * asking for and giving an explanation, for example, Perché?; Come si scrive?; Può/puoi ripetere?; Come si dice …?; Come?; Come si fa?; Di chi è? È mio / È di Sara. * requesting permission, for example, Posso andare in bagno?; Mi presti la matita? * playing interactive games, using expressions such as Dammi il dado!; Tocca a me!; Tocca a te!; Bravo/a!; Hai vinto!; Ho cinque punti!; Secondo me, …; Penso di sì / Penso di no * using formulaic, modelled expressions such as Bisogna essere rispettosi/puntuali/organizzati!, for example, filling out a tombola board, ticking off each expression as they use it during their Italian class, until the first student to complete every expression on their tombola board wins |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LIT8CM03 | * exchanging details about an organised event such as the time, day, place, activity and participants, for example, Vieni a … con me? Sì/no; D’accordo; A che ora?; Quando?; Dove?; Con chi?; Che tempo fa? Se fa bel tempo … , ma se piove … * asking questions using appropriate interrogatives (e.g. Chi?; Che?; Cosa?; Quale?; Come?) * negotiating and making arrangements for social or sporting events by using texts such as messages, emails, invitations and text messages, and using expressions of possibility, need and obligation (modal verb+infinitive) in set phrases, for example, Voglio / Non voglio venire a …; Posso / Non posso venire; Cosa fai sabato? Vuoi venire da me? Forse sì/no; Cosa facciamo questo fine settimana?; Perché non andiamo … allo stadio / alla partita / al cinema?; Possiamo andare in bicicletta.; Vuoi venire a una festa a sorpresa / a una festa di compleanno / a pranzo di Natale / alla gita scolastica / al ristorante italiano? * organising and promoting a day of Italian food and culture at school, allocating duties and responsibilities, for example, Organizziamo una giornata italiana a scuola. Prepariamo cibo regionale. Chi vuole fare il poster? Chi vuole fare gli inviti? Io preparo la pubblicità per il sito della scuola. Io creo il volantino. * participating in real and imagined transactions (e.g. purchasing a ticket for an event or choosing a gift for someone), for example, Quanto costa + definite article or demonstrative+noun?; Cosa prendi? Prendo un caffè, e tu? * working in a team to create, investigate or discover, for example, in a science experiment, art lesson or school garden, using Italian terminology during the activity, for example, Dammi il pennello; Metti più acqua; Di che colore è …? |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LIT8CM04 | * listening to, viewing or reading to identify key ideas across a range of familiar subject matter presented in different formats, for example, listening to interviews about what teenagers do at school and after school, il compito in classe; le interrogazioni; la maturità; il liceo classico; le scuole professionali; il motorino; Cosa mi metto per andare a scuola?; la mia casa/città; il mio quartiere; i miei viaggi; le faccende; lo sport; using i passatempi * comparing and contrasting information on an issue from different sources, reporting about it to others using tools such as tables, graphic organisers, concept maps and charts, and summarising, for example, Il 30% degli studenti italiani preferisce andare alla spiaggia con amici, ma solo il 18% degli studenti australiani va alla spiaggia con amici * discussing Italian itineraries, timetables, opening times and costs, for example, Il treno parte alle 22:30 e l’autobus parte alle 22:00; La prima ora comincia alle 9:00; La ricreazione è alle 11:00; Il treno regionale costa €12,35 e la Freccia Rossa costa €23,80; La banca chiude alle 13:00 * using print or digital maps of a real or imagined town to find locations and give directions for places of interest, for example, Il supermercato è vicino alla scuola; La biblioteca è accanto alla mensa; La palestra è qui; Non c’è il bagno * locating specific information about a person, place, object or event in their local environment, describing characters (e.g. Chi?; Com’è?; Come fa?), events (e.g. Cosa succede?; Quando?), settings (e.g. Dove?), and key ideas (e.g. Perché?), and establishing sequence (e.g. Prima …, poi …, dopo …) * listening to, reading and viewing weather reports and connecting this to appropriate clothing, for example, Oggi piove; C’è vento; Fa caldo/freddo; Quando piove indosso l’impermeabile; Quando fa freddo indosso la giacca; Cosa metti nella valigia per andare al campeggio / al mare / a sciare * identifying cultural aspects of daily life in Italy, comparing these with Australia (e.g. fare la passeggiata, fare bella figura, eating habits, school life and routine, il centro commerciale e gli orari di apertura), and presenting the results in class in oral presentations or written descriptive texts, for example, In Australia si cena presto; Mi alzo/vesto … * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of Italian landforms that also denote physical characteristics, such as *Monte Bianco* * summarising the main points of familiar texts, deducing the meaning of some unknown words and phrases, and identifying cultural references as well as representations, images and other content that contribute to the overall meaning, for example, Nella mia famiglia ci sono 5 persone e in casa ci sono anche i nonni materni; Vivo con mia madre una settimana e con mio padre l’altra; Anna ha un cane, ma io ho due gatti; Io gioco a tennis e la mia amica gioca a calcio; Nella foto vedo una casa e tre alberi, ma non c’è una macchina * discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying false friends or commonly misunderstood terms and phrases in Italian that can cause miscommunication |
| develop and apply strategies to interpret and respond to Italian texts, and to convey meaning and intercultural understanding in Italian in familiar contexts  VC2LIT8CM05 | * translating short texts, recognising when literal translation is or is not possible (e.g. in the idiomatic expression In bocca al lupo!), and discussing reasons for equivalence or non-equivalence * creating a comic-strip version of an Italian written text, including a version with blank callouts to be completed with support of a list of suggested phrases * highlighting keywords in the text and using these as the basis of a summary * writing comprehension questions and/or answers for written and spoken texts, to share with their peers for practice, discussion and reflection * translating and interpreting short phrases or texts, noting culture-specific words and phrases, and discussing alternatives, equivalence or non-equivalence, for example, Boh! / Magari! / Uffa!; Andare a trovare qualcuno * making and using glossary lists for different purposes and people (e.g. children, international students, visitors), and learning how to use print and digital dictionaries * considering what aspects of Australian life and culture will require an explanation, elaboration or illustration to be understood by an Italian audience, for example, explaining BBQs, suburbs and distances when describing the local environment, lifestyle and events * identifying Italian–English cognates such as dizionario/dictionary, farmacia/pharmacy, intelligente/intelligent and mercato/market, and using them to predict meaning * developing awareness of Italian–English ‘false friends’ and reflecting on how they assist or inhibit meaning, for example, parenti = relatives (not ‘parents’) libreria = bookstore (not ‘library’); crudo = uncooked (not ‘crude’); bravo = good (not ‘brave’) * explaining how translated labels do not necessarily capture cultural nuances when creating captions and labels relating to the immediate environment, for example, producing bilingual school timetables and signage such as la mensa, il campo sportivo and le scale |

##### 7–10 Sequence sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions  VC2LIT8CM06 | * producing and presenting texts (e.g. cartoons, ‘Big Books’ / picture books, digital stories/books, plays) for different learners, for example, producing and presenting characters from cartoons or la commedia dell’arte * providing bilingual captions for texts, for example, creating picture dictionaries and photo stories with captions in Italian and English * highlighting aspects of culture such as school life (e.g. l’aula magna, il/la bidello/a, la mensa, andare a scuola in motorino), by creating digital texts such as annotated maps or building plans * designing a pop-up picture book about themselves, based on coursework, for example, Mi presento; La mia famiglia; La scuola e la mia giornata; L’animale domestico; I miei passatempi * producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town * writing a short poem about il tuo animale domestico or creating a poster about an endangered animal, for example, La tigre è un animale a rischio * composing texts such as poems, lyrics, fotoromanzi, blogs, social media pages or a website based on personal experiences and cultural events, for example, creating a song featuring body parts or texts such as Pasqua in Australia, Natale al sole or la mia pagina Facebook * reinterpreting and performing stories and songs in spoken or written form by retelling the sequence, reordering the events in a story, or creating an alternative representation or ending * performing their own texts that reflect their daily routines such as family/school life, for example, a video about their daily routine using reflexive verbs, Mi sveglio alle 7; Mi alzo alle 7:30; Questa è la mia famiglia; Questa è la mia scuola; Alle 18:30 devo lavare i piatti; Posso uscire con gli amici; Posso guardare le sitcom/serie alla TV/YouTube; Posso chattare / postare sui social * creating and performing their own texts that reflect Italian cultural behaviours (e.g. a role-play featuring different people greeting each other in a range of social settings or reflecting social conventions and attitudes; a skit showing appropriate behaviours in context), for example, Bisogna essere puntuali/organizzati/rispettosi! |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Italian to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts  VC2LIT8UL01 | * creating and performing a role-play in two versions, formal and informal, for example, asking directions in a town as opposed to asking directions at school, such as Scusi, c’è una farmacia qui vicino? Sì, non è lontano. Vada sempre dritto fino al semaforo e giri a sinistra.; Scusa, mi sai dire dov’è la sala professori? È di là, accanto alla biblioteca. * listening to and/or reading the transcript of role-plays of formal and informal situations or authentic video clips, classifying examples as formal and informal, and then using results as the basis of class discussions and reflections * alternating between the role of performer and observer to increase awareness of grammatical agreement, observing and eliminating errors through practice * examining differences in the pronunciation of consonant and vowel combinations (e.g. famiglie; gnocchi; chiese; barche; chiavi; buono; cena, azione), double consonants (e.g. sono/sonno; vale/valle; papa/pappa; casa/cassa; nono/nonno), and stress and accents (e.g. felicità; capacità), and applying them in their own speech * imitating the sound combinations of Italian, such as the consonant combinations ce, ci, co, cu, ca, chi, che, gi, ge, go, gu, ghi, ghe, sci, sce, schi and sche * recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, Vai a casa? / Va’ a casa!; Oh! / E? /Ahimè! * listening to or viewing stories, songs and poems, noticing aspects of meaning and style (e.g. rhythm, rhyme, repetition, keywords), for example, in the song *‘*L’inno di Mameli’ (the rhythm conveys its purpose) * making connections between spoken and written forms, and understanding the effect of grave and acute accent marks on pronunciation and meaning, for example, papa/papà; città; perché; cioè * recognising and understanding the role of pause fillers and using them to assist the flow of conversation, for example, beginning to use insomma, allora, dunque and Vediamo …, when appropriate * checking the pronunciation of words using sound files and text-to-speech software |
| apply understanding of grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LIT8UL02 | * understanding and using masculine and feminine nouns (the grammatical gender) in written texts and role-plays, to identify people and objects, using singular and plural regular forms, working with their peers to identify grammatical patterns and errors * using indefinite and definite articles (un, una, un’, il, la, l’, lo, i, le, gli) * applying grammatical rules in writing, for example, the agreement of adjectives and nouns in number and gender, including possessive adjectives (my, your, his/her), for example, il mio libro; mia sorella; il mio papà; il tuo compleanno; la sua penna, creating texts for peers and/or proofreading texts written by peers to practise the application of the rules of grammatical agreement * practising the use of demonstratives, including agreement in number and gender with the noun by summarising and reinforcing information about the school context, for example, Questa è la classe d’italiano; Quella è la mia penna; Questo è lo zaino; Non mi piace quello * using cardinal and ordinal numbers in Italian, such as in dates and times, for example, creating a calendar of school events (e.g. il secondo semester) and summarising it in speech, using prepositions of time, manner and place to describe where and when (e.g. alle 9; con mamma; a scuola; in bagno), for example, playing a racing game to place word cards in the correct order to create a grammatically correct sentence * using articulated prepositions in context (a, da, in, di, su), for example, al telefono; alla televisione; dal dentista; sullo scaffale; nell’armadio * identifying location, position and arrangement as indicated by Italian prepositions, for example, reordering flashcards, visuals or props, and creating a description in speech and/or writing in Italian * using verbs that describe a state (essere) and possession (avere), for example, Sto bene; Ho dodici anni; Non ho una penna * conjugating regular verbs (e.g. parlare, vedere, dormire, cantare), describing actions in the present tense (e.g. Parlo inglese a casa; Vedi il libro? Dormi abbastanza?; Pranziamo a scuola; Ceniamo insieme), and then recognising and using irregular verbs in formulaic expressions, for example, Vado a mangiare; Vengo a scuola a piedi; Faccio i compiti * using high-frequency reflexive verbs (e.g. mi alzo; mi diverto), and playing ‘Simon says’ using the target verbs * constructing simple subject+verb+object sentences in Italian; making statements, asking questions and giving/receiving instructions using verb+object (e.g. Chiudi il libro!) * using common conjunctions such as e, ma, perché, così, però and siccome, and playing a game to unjumble sentences * forming negative statements and questions (e.g. Non mi piace il gelato; Non mi piacciono gli spaghetti; Non ti piace sciare?), for example, interviewing other students and responding to their negative questions * using temporal markers to sequence events or actions, for example, rewriting a simple story using temporal markers (e.g. Prima …, poi …, dopo …; alla fine; la mattina; il pomeriggio; la sera) |
| compare the structures and features of Italian with English and/or other languages using some metalanguage  VC2LIT8UL03 | * talking about language features and word order using relevant metalanguage such as doing/being/having/thinking verbs (e.g. gioco / sono / ho / penso / mi piace), nouns, articles, adjectives, pronouns, conjunctions and clauses, and comparing grammatical features in Italian and English and/or other languages * observing the markers of the concept of number (singular, plural) and gender (masculine, feminine), collecting evidence (e.g. Penna è femminile perché ha la ‘a’ finale ed è singolare), and identifying the rule * developing awareness of various categories of nouns with common endings such as -ista, -zione, -tore and -trice (e.g. il/la dentista; la stazione; il vincitore / la vincitrice), and comparing them to their English equivalents * analysing texts, noting differences in punctuation conventions and capitalisation between Italian and English (e.g. omission of capitals with weekdays, months of the year and nationalities) and differences in conventions with numbers, such as colons or commas instead of full stops in, for example, alle 9:15 (at 9.15am); il 10,8% (10.8%) * explaining the use of language (e.g. formal and informal forms), and comparing the use of register in Italian and English texts and/or other languages * taking part in interactions that include cultural expectations in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings, comparing register in a range of texts, and explaining the use of language such as Ciao/Buongiorno; Scusa/Scusi; Come stai? / Come sta? * identifying global and cultural influences on the Italian language and discussing when and how hybrid forms are used, such as the influence of English in advertising/technology (e.g. cliccare, postare, chattare), numbers, mathematical symbols, sport (e.g. fare footing), and single letters (e.g. 6 = sei; x = per) and acronyms (e.g. TVTB = ti voglio tanto bene), to replace words in SMS messages, for example, selecting specific examples from spoken and/or written texts and classifying examples under specific headings, on topics such as parts of speech (e.g. verb, noun or adjective), format (e.g. acronym, English spelling or Italianised spelling) or content (e.g. technology, sport or music) * locating examples of the influence of other cultures on the Italian language, for example, the use of loan words (e.g. un tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing) and technical terms adapted from other languages (e.g. il mouse; la password; chattare), for example, selecting examples from texts, writing Italian and English (and/or other language) explanations for each term, and recalling the loan word, using the English and Italian explanations as prompts |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LIT8UL04 | * discussing the significance of cultural concepts and how these relate to social conventions and are reflected in language use; making comparisons with Australian culture by analysing the meaning and use of proverbs and sayings such as Non si fa! and considering equivalents in English and other languages, for example, lo scontrino; Salute!; Cin Cin!; Buon appetito!; fare la passeggiata; fare bella/brutta figura * comparing Italian gestures and body language in greetings with those of other cultures represented in the classroom, understanding that there is a strong visual element to expressing feelings and emotions in Italian, for example, when greeting someone with intonation to convey excitement * exploring the idea of fare festa * reflecting on their own identity through connecting observations over time as a learner of Italian, for example, comparing and contrasting their own experiences through a series of journal entries/reflections * creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline * exploring a variety of linguistic choices available to express gender identities, for example, making both the masculine and feminine forms visible (e.g. Il mio scrittore preferito è …, e la mia scrittrice preferita è …; Chi è il tuo attore preferito o la tua attrice preferita?), and exploring how gender-neutral alternatives (e.g. Sono una persona allegra; Sono vivace) and innovative gender-neutral endings are emerging in current linguistic practices (e.g. Sono australianǝ; Siamo alt\*) * recognising that standard Italian is used in Italy and in diverse communities throughout the world, and that many speakers of Italian may also speak a regional and/or local dialect, and understanding how these create a sense of identity and belonging; comparing words used in the home and/or community with those used in formal settings such as school, for example, guaglione (Neapolitan), toso (Venetian) and ragazzo (Standard Italian) * identifying the Aboriginal and Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Italian * connecting the history of Italian migration to Australia to the formation of communities, in specific cities and suburbs, of Italian speakers who identify as ‘Italo-Australian’, and noticing the resulting regional variations of language and the impact of Australian English on these communities, for example, la fenza, il carro and la crema (instead of la panna), which are not used in Italy or are used differently in the Australian context * reflecting on their own and others’ responses to intercultural experiences and interactions, for example, how people interact in Australia and in Italy (e.g. at school; while shopping), and comparing the priority given to pleasantries or economy of interaction, for example, Buongiorno. Mi dica … /Desidera? vs. ‘Hello, how are you?’ |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 9 and 10, Italian language learning builds on each student’s prior learning and experiences. Students use Italian to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with other speakers of Italian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from their peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Italian or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Italian to create texts.

Students apply features and conventions of spoken Italian to enhance fluency. They select and apply knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Italian texts using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Italian

##### 7–10 Sequence sub-strand: Interacting in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LIT10CM01 | * sharing experiences and describing events, for example, Ogni anno/weekend …,; Per il mio compleanno voglio …, * expressing hopes and ambitions, and giving reasons for plans (e.g. Penso di + infinitive; Mi piacerebbe + infinitive), for example, speaking in a class talking circle, starting with the conditional (e.g. Vorrei fare l'avvocato; Mi piacerebbe passare un anno in Italia); writing a journal entry about future ambitions (using the future tense or conditional mood); or writing a journal entry dated 10 years in the future (using the present tense) * recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, sharing information about their family history or discussing generational influences (e.g. Ammiro Giovanni perché è venuto in Australia da solo quando aveva diciotto anni) * watching a clip where Italian students discuss which subjects they enjoy or do not enjoy, completing a table, and then discussing what they learned and sharing opinions, using a range of expressions, for example, Preferisco …, e tu?; E tu, cosa pensi? Sono d’accordo con te/lei …; Sei d’accordo?; Non mi interessa * contrasting and comparing views on particular expectations and issues (e.g. the use of social media at school) by writing blogs, emails and letters, for example, Sono/Non sono d’accordo; Vorrei dare la mia opinione * showing a photo or an image, and presenting information about past experiences and significant events such as holidays, special events and travel, for example, L'anno scorso …,; Prima siamo andati …; Poi abbiamo fatto …; Dopo …; Infine …; Mi sono divertito/a; Faceva caldo; C'era tanta gente … * participating in reflections and evaluations of classroom experiences, for example, Perché / Come mai …?; È giusto?; Secondo te, …?; Forse …; Dal mio punto di vista, …; A mio avviso, …; Penso che sia …; Sono sicuro che …; È chiaro che … * listening to students talking about their own preferences in classroom presentations or in video clips, and using checklists or notes to collate the results in a survey |
| use Italian language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LIT10CM02 | * using communication strategies such as questioning further, or asking for repetition or clarification (e.g. Scusi, non ho capito; Puoi/potresti ripetere?; Puoi aiutarmi a + infinitive?; Come andremo al museo, in treno o in corriera?; Ho capito bene?; Vuoi dire che il venerdì cambiamo aula?), for example, when discussing changes of plans for an excursion, a room change, a timetable swap or a test schedule * participating in negotiations, conversation and correspondence (e.g. discussing travel possibilities to Italy, or the purchase of fashion items, musical equipment or a mobile phone), using relevant vocabulary and grammar, for example, Quanto costa il biglietto per …?; Vorrei il biglietto più economico.; Posso vedere l’ultimo modello del telefonino/cellulare? Ha una custodia colorata?; Queste scarpe sono piccole. Ho bisogno di un numero più grande.; I pantaloni sono troppo larghi. C’è la taglia più piccola? * applying for a part-time job and participating in a mock interview (il colloquio), using appropriate words, for example, il posto fisso; fare domanda di lavoro; Vorrei fare domanda per il lavoro di cassiera;È commesso/a presso… * requesting a service such as changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation * corresponding to express a complaint, formally and informally, about a poor-quality service, comparing it to other services and suggesting a way to improve, for example, Ti aspetto da più di mezz’ora! Non va bene!; Le avviso che l’aria condizionata non funziona e bisogna chiamare il tecnico / l'idraulico. La finestra non si apre. |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LIT10CM03 | * obtaining information by using appropriate interrogatives (e.g. Chi …?; Quando …?; Come …?; Perché?; Quale?) * inviting and responding to invitations, for example, Puoi venire a …? No, devo studiare / Non ora.; Oggi …; A presto.; Divertiti! * using gestures and facial expressions to convey meaning and reinforce spoken languages, for example, Vieni qua!; Di là, non da quella parte!; State fermi! * participating in planning and decision-making with others, for example, arranging an event, class debate, performance, excursion or guest speaker, or organising a petition or a letter to the principal or local council, for example, Devo/Dobbiamo organizzare …; Cosa dobbiamo fare?; Chi invitiamo? Bisogna + infinitive; Vuoi venire al dibattito con me?; Come possiamo convincere il comune a …?; Scriviamo una lettera per convincere il/la preside a … * negotiating options (e.g. Forse potremmo cominciare alle 7; Potrebbe essere utile andare tutti insieme) and reflecting on outcomes (e.g. È andato tutto bene; È stato un gran successo; Ci siamo riusciti!; Ce l’abbiamo fatta!; La prosssima volta forse) |

##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience  VC2LIT10CM04 | * listening to, viewing or reading texts that depict aspects of Italian culture, art, history or geography, and sharing the information with others, for example, comparing online tourist brochures * viewing a series of advertisements, taking guided notes, and then creating their own advertisement or brochure to attract Italian tourists to an Australian city/town/area * conducting online surveys to report on attitudes about topics such as water usage, consumer choice, technology use, music or celebrities, and reporting on the findings * listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person and discussing their opinions and ideas in Italian, and creating and presenting their personal profile to the class * locating data within a text (e.g. career aspirations for Italian youth) and organising the data in a graph, for example, Il 15% degli intervistati vorrebbe diventare ingegnere informatico / programmatore / attore / cantante * researching, recording and synthesising information from texts (e.g. television programs, reports, interviews, video clips, documentaries, graffiti, social networks, tables, concept maps, webbing, charts) using checklists, guided note-taking, Venn diagrams, sketches and symbols * organising, ordering and collating information, and presenting findings to an audience in spoken or written form * reporting on current events and topics related to personal worlds, through reports, summaries, biographies or journal entries (e.g. presenting a profile of a favourite artist or a famous person), or reporting the findings of a survey (e.g. on languages spoken at home in Australia), for example, Il documentario presenta la storia di …; L’articolo parla di … / rappresenta il punto di vista di …; Lo scrittore pensa …; La maggior parte/maggioranza di / la minor parte/minoranza di / il 20 per cento delle persone + verb …; Entrambi, tutti/pochi studiano ogni sera; A differenza di, però …; Il dépliant australiano sottolinea di più … * connecting and presenting information showing varying perspectives, such as by adopting different roles in a role-play (e.g. child/adult, Australian/Italian, insider/outsider, rural/urban) using present, past and future tenses as appropriate, for example, L’importanza degli spazi pubblici per la vita sociale; La piazza è il cuore della città / il centro commerciale; la passeggiata e la domenica italiana; slow food vs. fast food; la cura dell’ambiente e il riciclaggio; il senso civico; i mammoni; Made in Italy and Made in Australia; milestone birthdays, such as 18 and 21 * analysing and using tone, gestures and body language to interpret/support meaning-making, for example, viewing gestures in action, creating a script for a role-play or video that takes account of cultural differences between gestures and body language in Italian and English |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  VC2LIT10CM05 | * translating and discussing idiomatic expressions in both Italian and English, such as Non vedo l’ora! (I can’t wait!), Era ora! (Finally! / It was about time!), Lasciami stare! (Leave me alone!), Ma dai! (Come on!) and Tocca ferro (Touch wood) * viewing clips where gesture and body language are prominent, first without sound to predict verbal interactions * practising using body language and gesture to aid understanding, for example, miming a story for their peers to summarise in writing * exploring, expanding and consolidating word usage, using online applications relating to idioms, proverbs, sayings and set phrases * comparing different translations of the same message in Italian and English, for example, Devo scappare/andare/correre can be translated as ‘I must / have to run/go’ or ‘I’ve got to run/go’ * analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender, for example, the context of use for phrases such as Non mi va vs. Non mi piace * comparing different translations of a text, including versions created by online translation software, and discussing any issues that emerge * using print and digital dictionaries, selecting appropriate meanings from alternatives provided and comparing translations with their peers, and explaining cultural references and expressions such as fuori (literally, ‘outside’, meaning ‘out of your mind’) or su di giri (literally, ‘revved up’, meaning ‘excitable' or ‘elated’) and any aspects that are lost in translation * translating texts (e.g. public signs) and explaining choices in different renderings such as Non calpestare l’erba (Keep off the grass / Don’t walk on the lawn / Don’t trample the grass) * explaining visual symbols and signs (e.g. road signs, warnings, directions) in written and spoken Italian |

##### 7–10 Sequence sub-strand: Creating text in Italian

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  VC2LIT10CM06 | * creating a different version of a well-known story, changing aspects such as the location, time setting, tense, text type or ending, and publishing it in the school magazine * writing poems, letters or emails to characters from a story or film that has left a significant impression * entertaining others by creating texts expressing real or imagined experiences, ideas and emotions, for example, a rap song about being young, a video about a fictional school, a cartoon about a real or fictitious hero, or a short story about an inanimate object coming to life * creating a video or a role-play to demonstrate the use of idiomatic expressions in context, such as chatting with a friend (e.g. In gamba!; Figurati!; Permesso …), being a teacher leading an excursion (e.g. Non farmi fare brutta figura!; Gambe in spalla!), or explaining what is wrong (e.g. Ho sete; Ho una fame da lupi) * writing to the editor of a print or online newspaper about an event, justifying their personal opinions, or promoting awareness of an issue such as recycling, conservation, sustainability, healthy food choices, or sport and fitness options * creating a poster, blog or advertisement using compound sentences (e.g. Mi piace la pizza ma preferisco le lasagne) and complex sentences (e.g. La città che ho visitato era bellissima) * encouraging people to choose a specific location for a future trip by writing an account of your last holiday there, using persuasive language and imagery * writing a journal entry or a contribution for a school newsletter in Italian, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance * making a ‘pros and cons’ list for continuing the study of Italian in the senior years of school, and then writing an evaluative report for the school newspaper * creating a print or digital advertisement or travel brochure in Italian for travel to an Aboriginal and/or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| apply features and conventions of spoken Italian to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts  VC2LIT10UL01 | * recognising the differences in the pronunciation and stress of words with similar spelling, for example, subito/subito when playing a game of tombola, using words with different pronunciation and stress * recognising and using some common interjections (e.g. Oh!; E?; Cioè; Ahimè; Ohimè; Uffa!) in cloze and gap-filling exercises, or in whole-class group responses, including selecting the correct expression from a range of flashcards * comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option in word-processing programs * recognising common cognates in speech (e.g. organizzazione, programmare, arrivare), and comparing the similarities and differences between spelling in Italian and in other languages * identifying and interpreting sounds and textual features and devices (e.g. onomatopoeia, repetition, simile, metaphor), and understanding how they can be used to express emotion and convey attitudes * recognising the difference between anglicised and Italian pronunciations in words such as hamburger, bruschetta, spaghetti and caffellatte |
| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text type  VC2LIT10UL02 | * applying the rules for including or omitting the article (e.g. mio padre / il mio papà; Buongiorno signora … / È la signora …), for example, by proofreading short written introductions of people and/or labelling pictures of these people with captions * observing, comparing and reflecting on the use of singular and plural in Italian, English and other known languages, demonstrating awareness that some nouns have irregular plurals (e.g. la città / le città; il dito / le dita) and some are collective nouns (e.g. la gente); classifying nouns from a text as singular or plural; and completing a similar classification for their equivalents in English * practising the use of the possessive, reflexive, demonstrative and relative pronouns by eliminating repetition of nouns from written texts, for example, rephrasing spoken language from their peers, the teacher or video clips, by replacing nouns with pronouns * making descriptions more precise by using (regular and irregular) comparatives and superlatives, for example, Il film è più bello del romanzo; È bellissimo * indicating destinations and directions by using simple or articulated prepositions, for example, in Italia; a Roma; al parco * using a wide range of verb forms in response to visual cues, indicating actions in the present (including irregular and reflexive verbs) and across time (i.e. present perfect, imperfect, future and conditional in modelled contexts) * recognising and using the impersonal si and the function of modal verbs to indicate ability, willingness or necessity * using compound sentences (e.g. Mi piace la pizza ma preferisco le lasagne) and complex sentences (e.g. La città che ho visitato era bellissima) * using idiomatic expressions with fare and avere, for example, Ho fame/sete; Avevo sete; Non ho mai avuto fame come oggi; Avevo fame e così ho mangiato un panino; Ho paura; Ho avuto paura così non mi sono tuffato nell’acqua; Avevo paura del buio * using adverbs of time and manner, such as ieri and di solito, to rewrite short texts where these have been omitted * understanding the elements that create coherence at a whole-text level, such as the use of cohesive devices, linked paragraphs, and sequencing of ideas (e.g. perché; quindi; siccome; dato che), and using these to write a text about a holiday, a typical school day or an excursion |
| reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features  VC2LIT10UL03 | * developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication, such as discussing and using polite forms of pronouns and verbs, for example, La ringrazio; ArriverederLa * discussing grammatical structures, for example, relative clauses, relative pronouns and demonstrative adjectives, using metalanguage to be able to choose between che and quel * comparing procedural, informative and persuasive texts (e.g. recipes, advertisements, weather reports) in Italian, English and/or other languages, using metalanguage to describe their similarities and differences * noticing changes in style, lexicon and grammatical structures, observing how the same facts may be communicated differently by different people in different contexts, for example, describing a school assignment, Non sono stato/a promosso/a; Sono stato/a bocciato/a * using metalanguage to discuss the differences between ways of communicating in Italian and English and/or other languages, which involve cultural dimensions (e.g. Sono stato rimandato a settembre, ho la media del 7; Ho fatto buca/forca; mangiare alla mensa; il rientro) or respectful/polite language choices (e.g. Mi scusi / Scusa; S’accomodi) |

##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptions  Students learn to: | Elaborations  This may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating  VC2LIT10UL04 | * discussing the use of dialects or language variations within the context of Italian-speaking communities, and reflecting on how these shape identity and group belonging * noting changes over time in levels of formality in Italian, particularly in spoken Italian, for example, noting the use of tu/Lei compared with voi/Loro in older texts and regional dialects * examining the link between language and cultural values and practices evident in Italy, for example, the appreciation of things of beauty and style expressed by the concept of la bella figura, or the connotations of the concept of mammone * observing how language and culture convey values such as respect, for example, Cosa ne pensi?; Sei d’accordo?; È giusto?; In Australia invece, …; A differenza di …, and practising this in different contexts * analysing and discussing the interconnected nature of the linguistic and cultural diversity of Italian-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples * reflecting on being a communicator and user of Italian in a variety of social situations, for example, interactions with the sales assistant in a retail setting; saying Permesso when entering a private residence; handshakes or kisses as a greeting, for example, adopting a role in the classroom, and then moving around and greeting people according to their role * analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time * listening to and/or reading examples of an Acknowledgement of Country or Place in Italian and creating their own version that names the local Country or Place for an Italian-speaking audience * considering how their own and others’ identity may shift according to place and time, discussing cultural notions of ‘self’ as public or private, and noticing the adjustments made according to people and setting, for example, Con la mia famiglia sono …; Mentre online cerco di essere …; Quando ero piccolo ero abbastanza …, ma adesso che sono più grande … * reflecting on and learning to navigate aspects of Italian language and culture such as taboo topics, personal space and perceptions of image, and considering what is ‘acceptable’, for example, È permesso parlare di politca/religione?; Quando?; Con chi?; Perché no?; Si fa? Non si fa. |