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F–10 AUSTRALIAN CURRICULUM: ITALIAN language support resource

Introduction

This Italian Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Italian. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language features and structures
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Italian for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

About language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language features and structures

This part begins with ‘Conventions of sound system’ followed by features and structures organised in alphabetical order.

*Table 1: Language features and structures*

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| --- | --- | --- | --- | --- |
| **Language features and structures** | | | | |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| alphabet and pronunciation   * Roman letters * sound and pronunciation of the 21 letters * pronunciation of vowels * unaspirated consonants * unpronounced ‘***h***’, for example, *Ho (o) 6 anni* * letters not in Italian alphabet * *j-i lunga, k-cappa, w-doppia vu, x-ics, y-ipsilon* * rolled or trilled ‘*r’* * pronunciation of *ci, ce* and gi*, ge; ca, co, cu, ga, go, gu; ch, gh* * pronunciation of *z*-(z) and *zz*-(ts) * pronunciation of *gl, gn*, for example, *famiglia, gnocchi* * pronunciation of words ending with accented vowel, for example, *papà, città* * intonation of statements, questions, commands, exclamations * mimic onomatopoeic sounds and rhymes * *scioglilingua* to practise pronunciation * predict pronunciation of simple words with 2 or 3 syllables | pronunciation, intonation, stress   * pronunciation of double consonants, for example, *bella, gatto, ragazzo, mamma, basso* * double consonants affect meaning, for example, *nono/nonno; sono/sonno; vale/valle* * letter combinations affect pronunciation and meaning *Sci/e,* s*ca, sco, scu; sciarpa/scarpa Sch; bruschetta* * stress accented last letter, for example*, felicità, capacità* * more complex *scioglilingua* to practise pronunciation * predict pronunciation of words with 3 or 4 syllables * exceptions to the rule of usually stressing the penultimate syllable in Italian * dipthongs, for example, *uovo, pietà* | pronunciation, intonation, stress, pitch, rhythm, accent   * some common interjections, for example, *oh! e?* *cioè, ahimè, ohimè, uffa!* * recognise the differences in pronunciation of words with similar spelling but different meaning, for example, *sùbito, subito* * pronunciation of *l’imperfetto,* for example, *stavo, stavi, stava, stavamo, stavate, stavano; guardavo, guardavi, guardava, guardavamo, guardavate, guardavano* * identify and interpret sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understanding how they are used to express emotion and convey attitudes when speaking and reading out loud |
| for recognition   * differences in pronunciation of single and double consonants |  |  |
| Adjectives | common adjectives   * most adjectives come after the noun, brutto, intelligente, dolce, amaro, for example, una ragazza intelligente * colours – follow the noun and agree in number and gender, for example, i capelli castani. gli occhi verdi * irregular, no agreement, for example, blu, rosa, viola * nationalities and agreement with gender, for example, *Sono italiano/a, Lui è spagnolo, Lei è tedesca* | adjectives before the noun   * some nouns that can be placed before the noun as well as after the noun, for example, *un bel film (un film bello), una bella canzone (una canzone bella), un bell’albergo (un albergo bello), dei bei ragazzi (dei ragazzi belli)* | compound adjectives   * sempreverde, agrodolce, benestante, mozzafiato |
| demonstrative adjectives in the singular   * questo, questa, for example, questo banco, questa penna | demonstrative adjectives   * plural of *questo/i; questa/e*, for example, *questo borsellino è bellissimo, questa gonna* è elegante, *questi fiori sono favolosi, queste mele sono deliziose* | for recognition and/or modelled use   * qualche – Conosci qualche buon ristorante qui vicino? |
| for recognition   * questi, queste | for recognition and/or modelled use   * *alcuni, alcune*, for example, *Preparo alcuni piatti dal mio paese per la festa; Ho comprato alcune piante al mercato* | exclamative adjectives   * use of *che, quanto*, for example, *Che fame! Che bella giornata! Che peccato! Quanto freddo fa oggi! Quante storie!* |
| Adverbs | frequently used adverbs   * molto, un po’, sempre, for example, Il cane è molto veloce * oggi, domani. ieri * bene, male, for example, Sto bene, grazie * benissimo, malissimo, bravissimo | forming adverbs   * usually adverbs follow the verb that they modify, for example, Lui canta **male** ma balla **bene;** Guardi **ancora** la television!Abbiamo **già** finito i compiti! * use of mente, for example, lentamente/velocemente veramente/ raramente/ specialmente – Può parlare più lentamente, per favore? * bene/male – Giorgio cucina bene * adverbs of manner, for example, canta abbastanza bene; tanto, troppo, così * adverbs of frequency, for example, sempre – andiamo sempre al cinema; spesso, qualche volta, domain, ieri, subito, di solito, una volta/due volte al giorno/alla settimana * common adverbial phrases, for example, *in ritardo, qui vicino, fra poco, poco fa* | additional adverbs   * proprio, soprattutto * adverbs with non, for example, non … mai – non sono mai in ritardo; non … più – ha detto che non lo farà più * neanche, neppure, for example, non sa nuotare e neppure sciare |
|  |  | adverbial phrases   * adverbial phrases of ‘when’, ‘how’, ‘where’, ‘why’ such as *fino ad ora, ridere a crepapelle, a poco a poco, in orario, in fretta e furia, da cima a fondo (completamente, in modo completo), per filo e per segno (in modo dettagliato), a occhio e croce (piu o meno, all’incirca), di punto in bianco (all’improviso),* for example*, Pulirò la mia camera da cima a fondo; Aveva appena arrivato e poi è partito di punto in bianco senza dire una parola* |
| Affixes | affixes with nouns and adjectives   * denote smallness, cuteness, affection, for example, **ino** – piccolo-piccolino; mamma-mammina; ragazzo-ragazzino; fratello-fratellino; **etto** – bacio-bacetto; casa-casetta * denote largeness, for example, *one – nasone, benone, cenone* | affixes with nouns and adjectives   * for family members such as pro, bis, astro, for example, prozio, bisnonna, fratellastro | prefixes to form antonyms   * use of ‘s’, for example, comodo/scomodo; vantaggio/svantaggio |
|  |  | suffixes to increase vocabulary   * to change a word to the ‘doer’, for example, *aio* – *forno* (oven) – *fornaio* (baker); ista – *ciclo* (cycle, loop) *– ciclista (*cyclist); *tore – viaggia* (travel*)* – *viaggiatore* (traveller); *ata – cammina* (walk) – *camminata* (a walk as in when I go for a walk); *eria – carta* (paper) – *cartoleria (*stationery shop) |

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| Articles | definite articles   * masculine, feminine, singular: *il, la,* plural: *i, le* * words that start with a vowel: singular – *l’* for masculine and feminine * words that start with a vowel in the plural – *gI’* for masculine; *le* for feminine * masculine words starting with ‘*s*’ + a consonant or ‘*z*’: singular – *lo, pl. gli,* for example, *lo scaffale, gli scaffali, lo zaino, gli zaini* | definite and indefinite articles   * rules for inclusion or omission, for example, *mio padre* and *il* *mio* *papà; Buongiorno* *signora … È la signora* * omission of definite article with family members in the singular, for example, *mia sorella* * use of definite article with countries, for example, *Il Giappone, La Francia, L’Italia, Gli stati Uniti, Le Maldive* * use the definite article for languages, for example, *l’inglese, l’italiano, il cinese, il francese* * *un, una, un’ uno*, for example, *un ragazzo, una ragazza, un asctuccio, un’idea, uno zaino* * masculine words starting with *gn, pn, ps, y, x, z,* take *lo/uno/gli,* for example, *gli gnocchi* *lo/uno yoghurt, lo/uno psicologo* |  |
| for recognition   * rules for inclusion or omission of definite article, for example, with family members and titles * use of indefinite article | indefinite articles with quantities   * *un etto di, un chilo di, un sacchettino di, un cestino, una scatola di* | partitives   * *di* + article to express ‘some’, for example, *del, della, dell’ dello, dei delle, degl’ degli*, for example, *del pane, deli carne, dello zucchero, dei biscotti, un po’ di …* |
| articles with cardinal and ordinal numbers   * cardinal numbers used for the date, for example, *il 25 marzo, il 2 aprile* * exception for the 1st of each month where ordinal number is used*, il primo giugno* *il primo agosto* | articles with ordinal numbers   * agreement in number and gender, for example, *il secondo, la terza, i primi, le seconde* * common and frequently used expressions for modelled use, for example, *La prima media, il primo giorno, la prima settimana* | ordinals to sequence ideas   * expressions such as *in primo luogo, per prima cosa, in secondo luogo* |
| time – o’clock   * *Che ora è*? *Che ore sono*? * to express ‘o’clock’ – *l’ + una = È l’una* and *le* plus cardinal number, for example, *Sono le cinque, Sono le dieci* * note *È l’una* | time – to and past the hour   * *Sono* *le +* cardinal numberplus ***e***or ***meno***, for example, *sono le due* ***e*** *cinque; Sono le nove* ***e*** *trenta; Sono le quattro* ***meno*** *dieci; Sono le tre* ***e*** *quindici; Sono le undici* ***meno*** *quindici* * use of *mezzo/a*, for example, *sono le undici* ***e*** *mezzo/a* * use of *un quarto,* for example, *È arrivato alle nove* ***e un quarto****. Ci vediamo all'una* ***meno un quarto*** * ***È*** *l’una meno venti* * ***È*** *mezzanotte/mezzogiorno* * use of *di mattina, di pomeriggio, di sera, di notte* to express time of day, for example, *Sono le dieci di mattina, Sono le dieci di sera, Sono le quattro di pomeriggio, Sono le quattro di notte* | time – at a certain time   * to express ‘at a certain time’ - a + article *le = alle*, for example, *Ci vediamo alle cinque, va bene?* * to express ‘from … to …’ – *dalle … alle*, for example, *Guardano la TV dalle sei alle nove ogni sera.* |
| for recognition   * past the hour and to the hour | for recognition and/or modelled use   * 24-hour time, for example, *Sono le ventitré; Sone le tredici* | time expressions   * *Sono le cinque in punto, ora di punta, non vedo l’ora, fare le piccole ore,* etc. |
|  | for modelled use   * *mi alzo* ***alle*** …; *arrivo* ***alle*** …; *pranziamo* ***all’una*** |  |

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| Cognates and *falsi amici* | cognates   * *musica, programmare, arrivare* | patterns to predict meaning   * *tà* in Italian *–* ‘ty’ in English, for example, *città* – city; *opportunit*à *–* opportunity; *difficoltà* – difficulty * *tto* in Italian – ‘ct’ in English, for example, *il fatto –* fact; *patto –* pact * *ione* in Italian – ‘tion’ in English, for example, *informazione* – information; *organizzazione –* organisation * *bile* in Italian – ‘ble’ in English, for example, *flessible* –flexible; *incredibile* – incredible * *mente* in Italian – ‘ly’ in English, for example, *probabilmente –* probably; *semplicemente* – simply |  |
| falsi amici   * *Bravi!* – well done! * *Caldo –*hot * *Macchina –* car | falsi amici   * *i parenti* – relatives * *gentile* – nice | falsi amici   * recognition that false friends can cause misunderstanding, for example, *realizzare* – to achieve; *pretendere* – to expect; *annoiarsi* – to get bored; *conveniente –* good value, affordable; *casuale* – random; *la fabbrica* – factory; *fame* –hunger |

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| Comparatives and superlatives | expressing degree   * *molto*, for example, *È molto intelligente; Sono molto carini* * use of *issimo/a/i/e*,for example, *è bell****issimo****, è buon****issima****, sono grand****issime*** | comparatives   * comparison/sameness, (as … as), for example, *sono bassa* ***come*** *mia sorella* * ‘more than’ or ‘less than’, for example, *Il film è* ***piu*** *bello* ***del*** *romanzo; Il romanzo è* ***meno*** *divertente del film* * *meglio, peggio* | comparatives and superlatives for recognition and/or modelled use   * additional expressions to compare sameness, for example, *Ho* ***tanti*** *compiti* ***quanto*** *te; mi sento* ***tanto*** *italiano* ***quanto*** *australiano; siamo* ***così*** *stanchi* ***come*** *voi* * *Il più/la più/i più/le più,* for example, *la più piccola, i più costosi* * irregular forms, for example, *il/la* *migliore, i/le migliori; il/la peggiore, i/le peggiori; il/la maggiore, i/le maggiori; il/la minore, i/le minori* |
| Conjunctions | frequently used conjunctions   * *e, ma, o, con* | conjunctions and fillers   * *perché, così, però,* * *siccome, anche, invece* * use of fillers in spoken texts, for example, *insomma, beh, boh, allora* | conjunctions and cohesive devices   * *se, anche se, dato che, dunque, quindi, cioè, magari* * compose more complex sentences, for example, *La città che ho visitato era bellissima; Se puoi, vieni mezzora prima. Siccome avevo sonno, sono andata a letto presto* * sequence ideas – *Dopo, più tardi, quando, siccome, poi, fra poco, anche, quindi, nonostante, infine* |

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| Idiomatic expressions | exclamations   * *Assolutamente no! Mamma mia! Uffa! Eccolo/la! Dai! In bocca al lupo! Gnam gnam!* | common idioms and expressions   * *Mi piace un sacco* * *Mi sono divertito/a un mondo* * *Ti sta’ a pennello* | expressing opinions and points of view   * *penso che sia; secondo me/te; a mio avviso; sono d’accordo; è giusto* |
| Interrogatives | common interrogatives   * *Chi? Che cosa? Cosa?* * additional interrogatives used in formulaic expressions, for example, *Come ti chiami? Quanti anni hai! Dove abiti?* | interrogatives to obtain specific information   * *perché, come, quando, dove?* | interrogatives that agree in number and gender   * *quale, quali,* for example, *Quale corso hai scelto? Quale gonna comprerai? Quali sono le tue materie preferite?* * *quanto, quanta, quanti, quante,* for example, *Quanto tempo ci vuole per finire? Mamma mia, quanta pioggia! Quanti studenti ci sono in questa scuola? Quante ragazze verranno alla festa?* |
|  | for recognition and/or modelled use   * *quale,* for example, *qual’è la tua materia preferita* |  |

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| Nouns | regular nouns   * all nouns have grammatical gender and are masculine or feminine in Italian * regular masculine and feminine endings in singular and plural, o-i, a-e, e-i, for example, classroom objects il libr**o** – i libr**i**; la penn**a** – le penn**e**; l’astucci**o** – gli astucc**i**; lo zain**o** – gli zain**i;** la calcolatric**e** – le calcolatric**i** * days of the week; months of the year – written in lower case, for example, lunedì, novembre | irregular nouns   * common irregular nouns that do not follow the rule, for example, parts of the body **la** man**o** – **le** man**i; il** bracci**o** – **le** bracci**a; l’**orecchi**o** – **le** orecchi**e** | compound nouns   * for example, il portafoglio, la pallavolo, il segnalibro, il guardaroba, il passaparola, il portapenne, l’oltreoceano, il fermaporte, il tostapane, il sottoscala, l’arcobaleno * some rules for forming plurals of compound nouns, for example, noun+noun same gender (second noun in the plural), il pescecane – i pescecani; noun+noun different gender (first noun in the plural), il pescespada – i pescispada * rules for when nouns are combined with adjectives, for example, noun+adjective (both are in the plural), for example, la cassaforte – le casseforti; adjective+noun (only noun in the plural), for example, il francobollo – i francobolli * irregular plurals, for example, la città/le città * collective nouns, for example, *la gente, la squadra* |
|  | noun patterns   * categories of nouns with common endings such as *-ista, -zione, -tore* and *-trice,* for example, *il/la dentista*, *la stazione, il vincitore/la vincitrice*) and English equivalents |  |
|  | collective nouns   * *un paio di scarpe, una dozzina di uova, una decina di ragazzi* |  |
| Possessives | possessive adjectives in singular for modelled use   * agreement with gender and number of singular nouns ‘owned’, **not** with owner, for example, *il mio astuccio*, *il tuo temperino, la sua famiglia* * usually, the definite article is used with possessives except for singular family members | possessive adjectives singular and some plurals   * apply the rules of agreement of gender and number with singular, *il mio cane, la tua cartella, il suo zaino, la sua famiglia,* * omission of the article with singular family members, for example, *mio fratello,* but *il mio fratellastro. Il mio fratellino* * with frequently used plural possessive adjectives, for example, *il* *nostro cane, la nostra casa, i nostri genitori, le nostre; il vostro, la vostra, i vostri, le vostre;* | possessive adjectives in plural   * use of all forms in singular and plural, including *il loro, la loro, i loro, le loro*, for example, *i* *vostri genitori, le vostre sorelle, la loro macchina, il loro giardino, i loro amici, le loro amiche* |
|  |  | possessive pronouns   * singular and plural *il mio, la tua, i suoi, le nostre, il vostro, la loro,* for example, *Di chi è questo libro? Non è il mio, è il suo; Questo terreno appartiene a voi?* * *Non è il nostro* |

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| Prepositions | commonly used prepositions   * a, in, di, for, con, ma, for example, Abito a Sydney ma sono di Melbourne. Mia sorella abita in America | additional prepositions   * sopra, sotto, accanto, vicino * prepositions of time and place, to indicate where and when, for example, alle 9, all’una, di pomeriggio, a mezzogiorno, con mamma, a scuola, in Italia, a Roma in bagno, al parco * modelled and commonly used articulated prepositions, for example, a di, da, in, su in modelled structures, for example, al telefono, nel giardino, alla televisione, dal dentista * prepositional phrases, for example, *a piedi, in macchina, dalla farmacia, da Lina, compiti da fare, studio l’italiano da quattro anni* | articulated prepositions   * articulated propositions in the singular and plural, for example, preposition + il, la, l’, lo, i, le, gli, for example, in+il=nel; di+la=della; da+l’=dall’; in+lo=nello; su+i=sui; a+le=alle; di+gli=degli * prepositions that are not usually articulated in Modern Standard Italian, for example, con, per - Vado al cinema **con** i miei amici. Faccio yoga **per** rilassarmi * with different tenses, for example, Andrò dalla nonna; Era nella pentola; L’ho messa sugli scaffali |
| for recognition and/or modelled use   * *sopra, sotto* * *su, giù* * *a destra, a sinistra* |  | verbs followed by prepositions *a* or *di*   * *parlare al telefono* * *giocare a calcio* * *essere in aereo* * *telefonare a Gina* * *aiutare a fare* * *dimenticare di fare* * *pensare di invitare* * *ricordarsi di comprare* * *sognare di viaggiare* * *sperare di imparare un’altra lingua* |

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| Pronouns | subject pronouns   * *io, tu, lui, lei, Lei, noi, voi, loro* * not having to use subject pronouns with verbs, for example, *(io) scrivo, (tu) metti, (lei) gioca* | pronouns which precede verb   * reflexive – *mi, ti, si, ci, vi, si,* for example, *mi diverto, ti alzi, si veste, ci addormentiamo, vi vestite, si svegliano* * commonly used pronouns with *piacere*, for example, *mi piace, mi piacciono tutti, ti piace/piacciono, gli piace/piacciono, le piace/piacciono* | direct and indirect object pronouns which precede verb   * direct and indirect – *mi, ti, lo, la, gli, le, Le ci, vi. li, le, Loro* * agreement of past participles with direct, preceding pronouns, for example, *Hai letto* ***il*** *libr****o****? Si* ***l’****ho lett****o*** (direct) * *Hai fatto* ***i*** *compit****i****? Si,* ***li*** *ho fatt****i*** * indirect object pronouns, for example, *Ho regalato un fiore a* ***Gina****,* ***le*** *ho regalato un fiore.* * use of *ci, ne* and *ce ne* * singular and plural pronouns with *piacere* and *mancare*, for example, *Ci mancano i nostri amici in Italia; Mi manca l’estate* |
|  | for recognition and/or modelled use   * direct – *mi, ti, lo, la, ci, vi, li, le* * formulaic expressions such as *ce l’ho, non lo so, non lo vedo* | disjunctive pronouns   * *me, te, lui, lei, Lei noi, voi, loro, Loro* |
|  |  | for recognition and/or modelled use   * impersonal *si – Non si fa, Si parla italiano, In Italia si beve caffè, In Francia si mangia molto formaggio* * pronoun combinations, for example, *me lo, te la, ce li, ve le; glielo, gliela, glieli, gliele* |

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|  | demonstrative pronouns   * *questo/a* in the singular, for example, *Questa è la classe d’Italiano; Questo è il mio libro* | demonstratives – *questo* and *quello*   * singular and plural of questo, for example, Questo è mio fratello; Questa è la mia amica del cuore; Questi sono i miei pantaloni; Queste sone le mie scarpe * non articulated forms of *Quello*, for example, *mi piace quello lì, non mi piace quella là* | demonstratives – articulated forms of *quello*   * articulated forms of *quello,* for example, *Quel ragazzo è birichino; Quella borsa è bellissima; Quell’albero è troppo alto; Quello zaino è molto pesante; Quei ragazzi sono birichini; Quegli alberi sono troppo alti; Quegli zaini sono molto pesanti* |
| for recognition and/or modelled use   * plurals – *questi, queste* |  |  |
|  | relative pronouns   * *che,* for example, *mi piace molto il vestito che hai comprato* | relative pronouns   * *cui,* for example, *Questa è l’amica con cui sono andato/a in Italia; Loro sono i ragazzi a cui ho dato i biglietti* |

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| Verbs | common and present tense verbs – for formulaic use   * *avere and essere,* for example, *Quanti anni hai? Ho … anni; Sono alta. Sei felice? Marcello è birichino* * commonly used regular *are, ere, ire* verbs in the first, second and third person in present tense, for example, *guard****are*** *– guardo, guardi, quarda; legg****ere*** *– leggo, leggi, legge; mett****ere****- metto, metti, mette, dorm****ire*** *–**dormo, dormi, dorme,* for example, *Parlo inglese a casa; Vedi il libro? Dormi? Pranziamo a scuola; Ceniamo insieme* | regular and irregular *are, ere, ire* present tense   * regular *are, ere, ire verbs* * reflexive verbs related to daily routine in the present, for example, *alzarsi, vestirsi, addormentarsi – Vi alzate presto?* * common irregularverbs, for example, *sapere* * modal verbs – *dovere, potere, volere* to indicate ability, willingness, necessity, for example, *Devo studiare, Puoi venire? Vuole uscire stasera* * common *fare* expressions, for example, *fare una passeggiata; fare i compiti; fare* + weather expressions – *Che tempo fa? Fa bel tempo. Fa caldo; fare la spesa; fare colazione* * common *avere* expressions, for example, *avere fame, avere sete, avere paura* * imperative form – expanded use of all personal pronouns, for example, *andiamo!* * imperatives in the positive and negative, for example, *comprala subito! Non aspettare! Aggiungi lo zucchero! Mescolate bene! Non perdete quest’occasione!* * expression of likes and dislikes in singular and plural, for example, *mi piace il gelato, non mi piace la verdura; mi piacciono gli spaghetti, non mi piacciono gli sport acquatici* | past perfect with regular and irregular participles   * present perfect (*passato prossimo*) with auxilary *avere* and regular past participles * present perfect with auxiliary *essere* and regular past participles, for example, *sono andato/a* * verbs that take *essere* withpresent perfect andagreement of past participle with gender and number of subject pronoun, for example, *siamo ritornati/e, è arrivato/a, sono arrivati/e* * agreement of past participle with reflexive verbs, for example, ***ci*** *siamo divertiti/e/* * irregular past participles with *passato prossimo,* for example, *Holetto …, Hai visto …? Hanno speso molto.* * agreement of past participle with auxiliary *avere* when there is a direct, preceding object |
|  | for recognition and/or modelled use   * common *isc* verbs,for example, *preferisco … finisco* * verbs in the infinitive, for example, *mi piace leggere* * commonly used irregular verbs * imperative form for frequently used classroom instruction in singular and plural, for example, *Entra!-Entrate! Siediti!-Sedetevi! Chiudi il quaderno!-Chiudete il quaderno!* * expression of likes and dislikes, for example, *mi piace il gelato, non mi piace la verdura* | use of common *isc* verbs   * *Preferisci …? Preferite …? Finisco … Finiamo* | conjugation of *isc* verbs   * *isc* in the present tense, agreement with all subject pronouns, for example, *pulire – (io) pul****isc****o, (tu) pu****lisci****, (lui,lei, Lei) pul****isc****e, (noi) puliamo, (voi) pulite), (loro) pul****isc****ono* |
|  |  | for recognition and/or modelled use – past and future   * *passato prossimo,* using formulaic, modelled expressions * recognising *l’imperfetto* and using formulaic, modelled expressions, for example, *Avevo 5 anni* and *Ero malato* * recognition of the future | imperfect and future tenses   * imperfect (*l’imperfetto*) – regular and irregular conjugations, for example, *andavo, giocavo, eravamo, studiava, facevano* * usage of *passato prossimo* versus *imperfetto*, for example, *Mentre andavo a scuola ho visto mio cugino* * regular and irregular conjugation of verbs in the future, for example, *andrò all’universita’, viaggeremo in Italia, diventerò architetto, sarà divertente* * using modal verbs with different tenses, for example, *Posso uscire stasera, Volevo uscire, So nuotare, Dovrò fare i compiti, Volevo ballare ma non ho potuto* |
|  | negation   * *No, non,* for example*, non sono … non parlo professor; non mi ricordo; non lo so* | negation for recognition and/or modelled use   * combined negatives, for example, *non … mai – Non vado mai; non … nessuno – Non c’è nessuno; non … niente – Non ho capito niente; non … più – Non mi piace più l’ananas* | additional forms of negation   * commence sentences in the negative, for example, *Nessuno è venuto; Non c’entra niente con …* * for recognition – *non … né … né* …, for example, *Non è venuto né uno né l’altro* |
|  |  |  | for recognition and/or modelled use   * conditional tense, for example*, mi piacerebbe, vorrei* * subjunctive mood, for example, *Penso che …; Sono felice che …* * impersonal *si,* for example, *si fa, si può* * present gerund, for example, *sto preparando, stiamo facendo* * polite imperatives |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

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| --- | --- | --- |
| **Thematic contexts** | | |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world   * describing oneself, for example, *essere* + adjective *Sono alto/a. Sono felice. Ho i capelli castani e gli occhi verdi.* * introducing self and others * providing information about self, such as age, place of residence * identifying family members and significant people in my life * describing friends, for example, *il mio amico/la mia amica del cuore* * discussing likes and dislikes such as colours, animals, food, games, sport, activities | Myself and others   * describing personality, for example, *Sono una persona allegra, Sono un tipo amichevole* * describing self, family members, friends and significant people in my life * discussing different types of families – comparing families in Australia and Italy * talking about the role of pets * introducing famous Italian families * sharing information about things I do with my friends, sport, leisure time activities, and things I do on the weekend, for example, *Sabato facciamo una festa sorpresa per...* * talking about relationships, for example, *vado d’accordo con … perché …* * qualifying likes/dislikes, preferences such as movies, videogames, music, reading | Understanding myself and others   * discussing emotions, feelings beliefs, opinions * expressing wishes, dreams, desires, aspirations * justifying likes and dislikes * justifying preferences: healthy lifestyle, training, studying, social, environmental issues, etc. * sharing thoughts and opinions about what family and/or significant people in my life mean * discussing responsibilities towards oneself and others * comparing families in Australia and Italy – discussing how families have changed * explaining relationships, for example, *L’amicizia è importante perché* … * identifying/debating desirable qualities in a best friend * explaining personal choices * discussing issues within community and/or world context that are important to them * analysing how social media can influence relationships |
| This is me   * sharing thoughts about what makes me who I am – my language, my culture, my country * describing *la mia famiglia,i miei parenti, i nonni, i miei amici* * noticing diversity of languages and cultures in the classroom, for example, *Sono australiana ma la mia compagna di classe è indonesiana* * comparing naming traditions | My language, my culture   * sharing opinions and experiences about language and culture – *Per me è molto importante palare italiano Che cosa significa per me essere australiano/a di origine italiana? E per gl’altri?* * discussing job and professions, for example, *sono student/sono studentessa; vorrei diventare insegnante nel future; mio padre è vigile del fuoco, mia madre è amministratore delegato* * comparing customs and traditions with classmates and discussing the influences of these * sharing expressions associated with cultural practices * looking at geography and its influence on language and culture | Living in the 21st century   * living in a multicultural country, for example, *mi sento fortunato/a di vivere in un paese multiculturale; Secondo me è un vantaggio parlare due lingue straniere* * reflecting on what shapes identity – sharing different perspectives * discussing globalisation and influence on language, culture, and traditions * researching Italian influence on Australia and Australians and vice versa * exploring regional diversity |
| My classroom   * exchanging greetings, for example, formal greetings with teachers; informal greetings with peers * responding to roll call, for example, *sì, presen*te * responding to classroom instructions * asking for permission, assistance, clarification, etc. *Posso andare in bagno? Non ho capito! Può ripetere, per favore?* * identifying classroom objects * describing classroom | Class and school environment   * expressing school rules, for example, *come comportarsi in aula* * asking and responding to questions about class and school routines and activities, for example, *In Italia si frequenta la scuola da lunedì a sabato, in Australia …* * understanding the school timetable, for example, *La prima lezione della giornata è inglese; La prima ora di oggi è inglese.* * participating in respectful interactions with teachers and peers, for example, *Può ripetere per favore? Mi presti la penna?* * discussing similarities and differences between school in Italy and Australia, for example, *Paragoniamo il Sistema Scolastico Italiano con quello australiano* * making comparisons regarding the beginning and end of the academic year, uniforms, holiday breaks, long summer break, for example*, il grembiule, la divisa, le vacanze estive, ecc* * discussing the *pro e contro* of the introduction of *la settimana corta* | School life in Italian and Australian contexts   * sharing opinions about the perceived advantages and disadvantages of Italian and Australian education systems, for example, *Secondo me, ci sono dei vantaggi e degli svantaggi con entrambi sistemi* * explaining the differences in Italy among various levels and types of schools, for example, *Quali sono i vari tipi di liceo?* *il liceo linguistico, il liceo scientifico, ecc; Pensi che il sistema italiano sia superiore? Perché?* *Qual è la tua spiegazione per avere questo parere?* * comparing the choice of subjects, assessments and examinations, graduation, oral and written examinations, for example, *I pro e i contro delle interrogazioni, la maturità, il compito in classe, rimandare a settembre, la pagella, promossi/bocciati* * discussing careers in the future, for example, *I mestieri, Le professioni* * sharing thoughts about what I plan to be/do in the future *Ti attira una professione di carattere intellettuale? Molti giovani con abilità manuali cercano un mestiere di tipo artigianale.* |
| Where I call home   * describing my house(s)/my home(s), for example, rooms, furniture, etc. * sharing explanations about ‘favourite place at home’ * explaining where I go in my neighbourhood | My home and neighbourhood   * explaining the advantages and disadvantages of where I live * discussing chores and responsibilities at home * describing the rooms and spaces in my home, and activities I enjoy there, for example, *mi piace leggere in giardino* * outlining neighbourhood facilities such as school, shops, parks, and opportunities for activities, for example, *la piazza, fare la passeggiata, il cento commerciale* * comparing types of residences in Italy and Australia, for example, in towns, cities and villages and countryside * discussing how geography impacts lifestyles * designing my ideal home and place to live | My home, my neighbourhood, my world   * designing and describing the features of my ideal home * explaining the facilities of the ideal suburb/city and creating a persuasive brochure * comparing how Australians and Italians socialise in and outside the home * discussing responsibility for my environment – local, national and global perspectives * caring for local fauna and flora * comparing attitudes to recycling in Italy and Australia * discussing the diversity of modern-day Italy |
| Let’s eat   * discussing familiar Italian food introduced into Australian diet * recognising that Australian cuisine has been influenced by many countries * comparing cuisines from countries represented in the classroom * using modelled structured expressions about likes/dislikes and providing other information about food, for example, healthy choices, food pyramid * preparing favourite dishes * participating in simulated buying and ordering food in real or imagined situations | Eating in/eating out   * participating in real or simulated shopping, for example, *al mercato* or *al supermercato* * using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists * interacting in culturally respectful manner when ordering, buying, negotiating food choices/ingredients, etc. * following and/or creating recipes to prepare Italian dishes * planning for occasions considering time, place, budget, etc.; creating invitations * organising an outing to an Italian restaurant * discussing similarities and differences in dining etiquette between Italians and the cultures represented in the classroom * planning a real or imagined outing to an Italian restaurant, organising transport and providing/following directions * discussing the weather and its impact on outings | International food habits and trends   * debating what is healthy/unhealthy eating * researching Italian reactions to global influences on Italian eating habits * comparing fusion food in Italy and Australia * researching supermarkets that promote and sell only Italian products and produce * investigating and discussing how supermarkets are changing traditional shopping habits * researching international cuisine restaurants * eating seasonal fruits and vegetables * discussing the Italian attitude to regional cuisine and ingredients |
| Australia and Italy   * exploring the geography of Italy, for example, *L’Italia ha la forma di uno stivale* * identifying Italian icons and symbols – *La bandiera italiana si chiama il tricolore* * exploring the icons and symbols of Australia and other countries * listening to the national anthem of Italy, Australia and the countries of origin of class members, for example, *l’inno di Mameli* * learning about *La Festa della Republica* – *lo stemma,* etc. * identifying where Italian is spoken around the world | Australian/Italian influences   * comparing Italian regions and Australian states, for example, *Le* *regioni italiani hanno una propria entità unica – il loro dialetto, la cucina unica, il modo di fare, le loro tradizioni e usanze ecc; le differenze fra gli stati australiani sono così evidenti?* * exploring culture as artefact, for example, *L’Italia – la culla del Rinascimento* * researching Italian worldwide influence on fashion, furniture, etc * profiling famous Italo-Australians and their success and impact on Australian society | Australian/Italian connections   * researching Italian migration to Australia, for example, *C’è un legame forte tra l’Australia e l’Italia; Nella società australiana si nota l'influenza degli immigrati italiani* * exchanging stories of family members and migration, for example, *La storia dei miei nonni …; Hanno fatto tanti sacrifici per seguire i loro sogni di migliorare la vita …* * looking at trade connections such assuccessful engineering Italo-Australian connections, for example, *Il commercio tra l’Australia e l’Italia …* * researching the Italian influence on the arts, for example, opera, music * exploring the effect of ‘Made in Italy’ on Australian style and taste |
| Let’s celebrate!   * celebrating special occasions with family and friends, for example, *Il mio compleanno è il 18 settembre* * exploring the significance of *l’onomastico* * learning about important national days and celebrations such as *La festa della Republica* – *il 2 giugno;* Australia Day – *il 26 gennaio*; Anzac Day – *il 25 aprile;* Remembrance Day – *l’11 novembre* * identifying food and dishes associated with celebrations, for example, *il panettone* traditionally eaten after Christmas Day lunch*, la colomba di Pasqua* eaten at Easter | Celebrating my culture and traditions   * describing celebrations and festivals associated with the ethnic diversity in my community * organising an ‘International Day’ at school where the school community celebrates the cuisine, music and dance, traditional costumes, etc. that reflect the ethnic diversity of the school * researching the origins of celebrations such as *La Befana* on 6 January, and its importance in Italian society | The significance of celebrations and festivals   * examining and comparing the significance of celebrations and festivals from around the world * researching *Sagre*, regional food festivals and their significance * comparing famous Italian festivals and celebrations, for example, *Il Palio*, *Carnevale* * analysing changes in the way traditional festivals are celebrated |
| Let’s explore where we live   * mapping places around my area, for example, *la piscina, il centro commerciale ecc* * discovering forms of transport, buying tickets * comparing value of Euro to Australian dollar * following simple directions, for example, *sempre dritto, a destra, a sinistra* * participating in real or simulated getting around the area scenarios | Holidays/travelling   * organising travel and preparations * considering clothes to suit a variety of activities and for different weather conditions * getting around – reading maps, timetables, giving and following directions, and locating places * comparing beach culture in Australia and Italy * describing my real or imaginary last holiday, including place, activities, etc. * planning for my next holiday * discussing *La settimana bianca* * comparing attitudes to travel in Australia and Italy * travelling around Australia and abroad | A trip to Italy   * debating the pros and cons of participating in a language exchange program in Italy * preparing an imaginary tour – looking at budget for the trip, places to visit, etc. * presenting a multimodal presentation on ‘My ideal/dream holiday’ * researching tourist spots or historical sites away from the beaten track in Italy and Australia * researching products that are ‘Made in Italy’, considering quality, style, innovation, aesthetics, the arts, architecture, etc. * finding successful examples of *eco turismo* * discussing importance of *Bella figura* for Italians * evaluating my holiday and what I would do differently and why * experiencing customs and traditions, for example, *Il natale in Italia – il presepio* |

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| How I pass my time   * describing activities, for example, *suono la chitarra; ascolto la musica; gioco a tennis; faccio molto sport; Mi piace molto …* | Recreation, routines and responsibilities   * planning, discussing activities, chores, for example, *Voglio passare il fine settimana alla piscina; Questo weekend lavo il cane; Ogni sabato aiuto con i lavori domestici; Mi piacerebbe andare in città con la mia migliore amica; Preferisco andare al cinema venerdì sera; Di domenica mi piace dormire fino a tardi. E tu cosa ti piace fare durante le vacanze festive?* * discussing books, movies, music preferences * comparing community sports and hobbies in Italy and Australia * preparing a presentation about a day at home or a typical day at school for an Italian or Italian-speaking student * sharing personal routines with peers | Reflecting on the past and planning for the future   * remembering the things I used to do when I was small * recounting *la mia storia; Mi ricordo quando ero piccolo/a …* * reflecting on how I have changed – *Quando avevo 12 anni mi piaceva … ma adesso …; Ero un tipo ….; Non mettevo mai in ordine la mia camera ma ora amo fare le faccende domestiche* * thinking about influences that have shaped me, for example, *La figura di riferimento per me è sempre stata …* * sharing my first memories of school * debating the influences of school * discussing the use of social media, for example, thinking about when I started using social media * how social media can influence relationships, leisure time, etc. * comparing how different generations spent leisure time, for example, finding out what my parents/grandparents did in their free time when they were my age * comparing cultural and generational attitudes to free time * sharing plans for the future – *i miei piani per la fine dell’anno, for example, Vorrei trovare un lavoretto; I miei progetti per il futuro sono …; Ho tanti sogni …; Spero di …; Vorrei fare uno scambio in Italia* * discussing career aspirations * giving a speech on *Fra dieci anni …* |