

# LANGUAGES

## CONSULTATION CURRICULUM

**Italian – All elements F–10 and 7–10**

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## F–10 AUSTRALIAN CURRICULUM: LANGUAGES

### ABOUT THE LEARNING AREA

#### Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises features that all languages share as well as the distinctiveness of each language.

The Australian Curriculum: Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise three major groups:

- second language learners – Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school and/or the language they use at home is not the language being learnt.
- background language learners – Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of and proficiency in the language being learnt. These learners have a base for literacy development in the language.
- first language learners – First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

#### Rationale

Communication is a human imperative. Irrespective of which language, communication 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 reflect on their experience in various aspects of social life, including their participation and ways of being in the world.

Learning a language(s) 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. Despite its status as a world language, a capability in English only can limit global opportunities. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning language(s) develops:

- communication skills
- literacy skills
- intercultural capability
- understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity, and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

## Aims

The three interrelated aims of the Australian Curriculum: Languages are to develop knowledge, understanding and skills to ensure students:

- develop linguistic competence
- understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

## Organisation of the learning area

### *Content structure*

The Australian Curriculum: Languages is presented in two sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of two-year levels after the Foundation year.

The Years 7 to 10 sequence is presented in bands of two-year levels; Years 7 and 8, and Years 9 and 10.

### *Band level descriptions*

Band level descriptions provide an overview of the learning that students should experience at each band level.

### *Achievement standards*

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band.

### *Content descriptions*

Content descriptions specify the essential knowledge, understanding and skills that students are expected to learn, and teachers are expected to teach, in each band. The content descriptions are organised into strands and sub-strands.

### *Content elaborations*

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They offer optional material; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

### *Strands and sub-strands*

Content in the Australian Curriculum: Languages is organised under two interrelated strands:

- Communicating meaning in the language – using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding language and culture – analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Under each strand, curriculum content is further organised into sub-strands. Table 1 shows the relationship between strands and sub-strands.

### Communicating meaning in the language

- Interacting in the language – interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in the language; participating in planning, negotiating, deciding and taking action
- Mediating meaning in and between languages – obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures orally and in writing, recognising different interpretations
- Creating text in the language – creating a range of spoken, written and multimodal texts for different contexts, purposes and audiences.

### Understanding language and culture

- Understanding systems of language – understanding the linguistic features of the language including sound, writing, grammatical and textual conventions
- Understanding the interrelationship of language and culture - analysing and reflecting on the role of language and culture in the shaping meaning and identity.

Table 1: Relationship between strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture

### *Core concepts*

Core concepts are the big ideas, understandings, skills or processes that are central to the Australian Curriculum: Languages. They give clarity and direction about what content matters most in the learning area. Core concepts help identify the essential content students should learn, to develop a deep and increasingly sophisticated understanding of the language, across the years of schooling. They ensure content is connected within and across the strands, build in sophistication across advancing band levels.

The core concepts in the Australian Curriculum: Languages are:

- language to interact with others
- language to create and make meaning
- language as a system
- language as culture and identity.

The core concepts reflect the important aspects of language learning that involve the skills of communication, analysis of language and culture, and an understanding of their interrelationship. The core concepts are integral to the strands and sub-strands as each of the core concepts underpins the strands and sub-strands to varying degrees. Figure 1 and Table 2 below demonstrate these interrelationships.

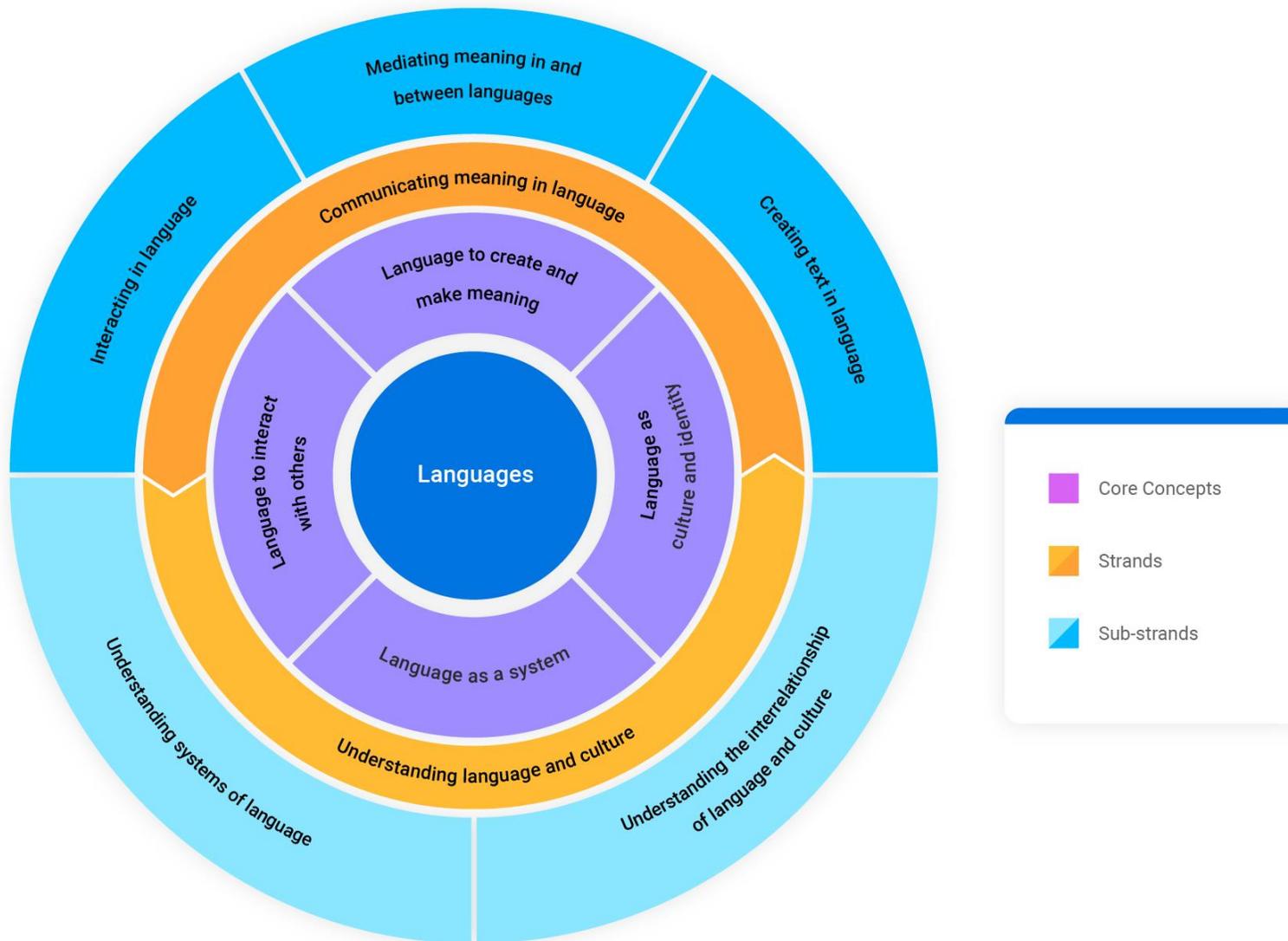


Figure 1: Relationship between concepts, strands and sub-strands

Australian Curriculum: Languages: Italian – All elements F–10 and 7–10  
Consultation curriculum

Table 2: Relationship between concepts, strands and sub-strands

Strands	Communicating meaning in language			Understanding language and culture	
Sub-strands	Interacting in language	Mediating meaning in and between languages	Creating text in language	Understanding systems of language	Understanding the interrelationship of language and culture
<b>Defining statements</b>					
<b>Language to interact with others</b>	Interacting orally, gesturally and in writing to exchange ideas, opinions, experiences, thoughts and feelings in [Languages]	Interpreting verbal and non-verbal cues to enhance communication of meaning	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience	Manipulating language appropriate to interaction	Making informed choices about cultural suitability of language of interaction
<b>Language to create and make meaning</b>	Interpreting, adjusting and using verbal and non-verbal cues to enhance communication of meaning in [Languages]	Obtaining and processing information in a range of oral, written and visual texts in [Language]  Negotiating and conveying meaning to communicate information, ideas and opinions, appropriate to context, purpose and audience	Creating oral, written and visual text in [Language] appropriate to context, purpose and audience  Composing informative, descriptive, imaginative, evaluative, reflective, persuasive texts in [Language]  Analysing language use in different	Understanding, interpreting, manipulating and applying the linguistic features of [Language] to create and make meaning	Interpreting and mediating meaning across linguistic and cultural contexts

			contexts and for different purposes		
<b>Language as a system</b>	Applying the rules, systems and patterns to facilitate interaction in [Language]	Interpreting and negotiating linguistic and cultural differences, variations and perceptions in oral, written and visual texts that are in [Language]	Using appropriate linguistic structures, patterns, register and style, considering context, purpose and audience, when creating texts in [Language]	Understanding, manipulating and applying the linguistic features of language, such as sound, vocabulary, grammatical structures and spelling, writing and textual conventions  Developing awareness of metalanguage	Interpreting and mediating meaning across linguistic and cultural contexts
<b>Language as identity and culture</b>	Understanding and using culturally appropriate cues to facilitate reciprocal understanding and communication	Applying cultural understanding to negotiate differences in meaning	Reflecting on what is culturally appropriate when constructing meaning in texts	Interpreting and reflecting on language use according to cultural context  Understanding the role of culture and identity in linguistic functions and structures	Reflecting on the role of language and culture in shaping meaning and identity  Understanding that language reflects other perspectives, expectations and behaviours  Appreciating similarities and differences in cultural values, beliefs, attitudes and assumptions

## Key connections

### *General capabilities*

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. They add depth and richness to student learning.

General capabilities are developed through learning area content. They are not separate learning areas, subjects or isolated skills, and are identified in content descriptions and content elaborations.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to the Australian Curriculum: Languages are Literacy, Numeracy, Critical and Creative Thinking, Intercultural Understanding, Personal and Social Capability, and to a lesser extent, Digital Literacy.

Literacy and numeracy are fundamental to all learning. While literacy and numeracy are core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including Languages.

### *Read more*

#### **Literacy**

The Australian Curriculum: Languages develops students' ability to listen to, read, create, view, analyse, interpret and perform a range of spoken, written and multimodal texts in the target language and provides opportunities for students to enhance and extend their knowledge and understanding of English literacy. Listening, speaking, reading, viewing, and writing are modes implicit in the content of the Australian Curriculum: Languages and are essential skills in learning a language and communicating effectively. As students develop increasing fluency in a second or additional language, they also develop the ability to reflect on and discuss their understanding of language as a system using the metalanguage of English.

#### **Numeracy**

Students use the Numeracy capability to communicate in real or simulated real-life situations. They use number in the target language to share personal information about themselves, family and friends, such as date of birth, age, address, telephone number, and to inform others about time and directions. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

## **Critical and Creative Thinking**

The Australian Curriculum: Languages develops students' ability to think logically, critically and creatively as they inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

## **Intercultural Understanding**

The Intercultural Understanding capability is core to the Australian Curriculum: Languages. In learning a second or additional language, students develop an appreciation of other languages, cultures and beliefs as well as their own. Students learn about the strong interrelationship between language and culture and how this shapes identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving, and how these are reflected in social and cultural practices and language use. Students develop connections with other communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on differences in language use, perspectives and behaviours.

## **Personal and Social capability**

The Australian Curriculum: Languages enhances students' personal and social capability. Through the 'Communicating meaning in the language' strand, students develop a range of interpersonal skills essential to effective communication, such as decision making, negotiation, and collaboration. The content in both the 'Communicating meaning in the language' and 'Understanding language and culture' strands, encourages students to develop an appreciation of diverse cultures and perspectives and how these influences their own and others' identities.

## **Digital Literacy**

The Australian Curriculum: Languages develops students' digital literacy capability as they use a range of digital technologies to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can access different language-speaking communities and authentic texts digitally to enhance their understanding of language and culture. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

### ***Cross-curriculum priorities***

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All three cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

### ***Read more***

#### **Aboriginal and Torres Strait Islander Histories and Cultures**

The Australian Curriculum: Languages recognises the interrelationship of language and culture. There is opportunity for making interlinguistic and intercultural comparisons across languages to First Nations Australian languages and their distinct cultural expression, and to develop understanding of concepts related to the diverse linguistic landscape of Australia.

#### **Asia and Australia's Engagement with Asia**

The Australian Curriculum: Languages together with the Asia and Australia's engagement with Asia cross-curriculum priority enables students to develop knowledge and understanding by engaging students with the languages and cultures of Asia, and people of Asian heritage.

The Australian Curriculum: Languages enables students to learn one or more of the languages of the Asian region, to communicate and interact in interculturally appropriate ways, and to explore concepts, experiences and perspectives from within and across Asian cultures. In the Australian Curriculum: Languages, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

#### **Sustainability**

The Australian Curriculum: Languages provides students with opportunities to develop the worldviews necessary to contribute to a sustainable future, by reflecting on how they interpret and engage with the world and its peoples. When learning a second or additional language, students develop understanding of the attitudes, values and beliefs of others as well as different ways of thinking and being. The learning contexts in which students develop their language learning provide opportunities for students to explore actions to improve sustainability in local, national and global communities.

## ***Learning Areas***

The Australian Curriculum: Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

### ***Read more***

#### **English**

Languages and English share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Both learning areas help students to understand the relationship between spoken and written language and how the cultural context shapes meaning. They develop students' understanding of, and ability to use, grammatical and language features.

#### **Humanities and Social Sciences**

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape students' world. In both learning areas students' learning involves perspectives of their personal worlds, their local communities and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

#### **The Arts**

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities and how these are exemplified in and through linguistic and artistic practices and behaviours.

### **Key considerations**

#### ***Flexible entry points to F–10 and Years 7–10 sequences***

The Australian Curriculum: Languages has two learning sequences to cater for different entry points into language learning. The curriculum recognises that these two sequences do not necessarily represent the variety of entry points into the curriculum. Teachers should use the sequences flexibly to meet the needs of their students and their teaching and learning contexts.

In the final curriculum, each curriculum will include a Language guide as a resource. This guide includes an indicative developmental sequence of grammar, thematic concepts and language processes at beginner, intermediate and advanced levels, to assist teachers to adjust the language content of their programs to meet the needs of their students, irrespective of the year in which students begin their language learning. The cognitive level of the content descriptions and achievement standards at the appropriate band level can be used alongside relevant aspects of the Language guide.

### *Use of English*

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

### *Macro skills*

Listening, speaking, reading, viewing, and writing are skills implicit in the content of the Australian Curriculum: Languages and are essential elements of developing communicative competence. These macro skills are aligned to the Strands and are implicit in the content of the sub-strands and across the Content descriptions.

## ABOUT ITALIAN

### Introduction

The Australian Curriculum: Languages: Italian refers to Standard Italian or *italiano standard*. It is pitched to second language learners, that is, to the dominant group of learners in the current Australian context for whom Italian is an additional language.

Students of Italian in Australian schools come from a wide range of backgrounds. For some students it is their first experience of learning Italian, while others may have existing connections with Italian as background Italian speakers or as multi-generation Italian Australians.

### Rationale

Italian has been taught in Australian schools and universities since the 1930s and is, and has been for many years, one of the major community languages in Australia. It is the official language of Italy, the Vatican City, San Marino, parts of Switzerland, and the European Union. It is a major community language in Europe, the United States, Canada, South America and parts of Africa.

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 history of Italian settlement in Australia can be traced to the First Fleet in 1788 and Italian-speaking communities in Australia continue to play a significant role in Australia's culturally diverse society.

Australia has strong cultural, political and trade connections with Italy, including economic and commercial cooperation and expanding relationships in science and technology. A significant number of Italian companies have branches in Australia. Italians and the Italian language make a distinctive contribution to politics, art, architecture, cuisine, music, fashion, science, literature, film and theatre.

### Organisation of Italian

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

The Second Language Learner Pathway include two sequences:

- Foundation to Year 10
- Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

## CURRICULUM ELEMENTS

### Foundation

#### Year level description

Language learning in Foundation builds on the Early Years Learning Framework, strengthening and extending communication and interpersonal skills. By the end of Foundation, students interact with peers in Italian through play-based and action-related learning. They experience the sounds of Italian and imitate them. With support, they explore and discover some connections between language and culture.

#### Achievement standard

By the end of the Foundation year, with support, students use play and imagination to interact and create Italian texts. They identify that Italian and English look and sound different. Students recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others' cultural identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
	with support, recognise and communicate meaning in Italian (AC9LITF01)	<p>using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, <i>Ciao! Buongiorno! Arrivederci! Tanti auguri!</i> (AC9LITF01_E1)</p> <p>introducing themselves, for example, <i>Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho cinque anni, e tu? Come stai? Bene, e tu?</i> (AC9LITF01_E2)</p> <p>using formulaic phrases, for example, <i>Grazie! prego, scusa, per favore, bene, buon appetito!</i> (AC9LITF01_E3)</p> <p>naming family members and friends, for example, <i>mio fratello Carlo, il papà Tom</i> (AC9LITF01_E4)</p> <p>expressing likes and dislikes, for example, <i>si; no; mi piace; non mi piace</i> (AC9LITF01_E5)</p> <p>participating in class activities and following instructions, for example, <i>Entrate! Sedetevi! Andiamo!</i> (AC9LITF01_E6)</p>

	imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language (AC9LITF01_E7)
	participating in songs that may include actions, movement or dance (AC9LITF01_E8)
	identifying familiar objects in the classroom by labelling, naming, pointing, matching, clicking and dragging, drawing and tracing letters (AC9LITF01_E9)
	playing games such as counting games, sorting and order games, number games, <i>tombola</i> (AC9LITF01_E10)
	using simple gestures to add emphasis to expressions, for example, joining their thumb and index finger to form an 'O' meaning 'thumbs up' (AC9LITF01_E11)
explore, with support, language features of Italian noticing similarities and differences between Italian and English (AC9LITF02)	noticing that written Italian uses the same letters as written English, although Italian has 21 letters while English has 26 (AC9LITF02_E1)
	tracing the letters of the alphabet and imitating the sound, for example, tracing and imitating <i>ba be, bi, bo, bu</i> (AC9LITF02_E2)
	participating in alphabet songs, chants, rhymes to imitate Italian pronunciation, intonation and stress, for example, stressing double letters and chanting rhymes (AC9LITF02_E3)
	noticing Italian words and phrases used in everyday life in Australia, for example, identifying food names such as <i>gelato, spaghetti, pasta, cappuccino, latte</i> (AC9LITF02_E4)
	noticing how Australian animal names of First Nations Australian origins, for example, koala, kookaburra and wombat, are pronounced in Italian (AC9LITF02_E5)
	experimenting with sounds such as animal sounds used in Italian, for example, using the sounds <i>bau bau</i> (dog), <i>pio pio</i> (chicken), <i>gru gru</i> (pig) and comparing these sounds with sounds in English and other languages represented in the class (AC9LITF02_E6)
	noticing cognates between Italian and English, for example, banana, computer (AC9LITF02_E7)
	noticing when Italian or English is being used in the classroom (AC9LITF02_E8)

explore connections  
between language and  
culture (AC9LITF03)

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 (AC9LITF03\_E1)

using maps, noticing that the world contains many different languages, and that Australia has many diverse, continuing First Nations Australian languages (AC9LITF03\_E2)

exploring the different languages spoken by class members and listening to the different sounds and ways of saying common expressions such as “Good morning”, “My name is ...” (AC9LITF03\_E3)

exploring icons identified as Italian and common Australian icons such as First Nations Australian icons (AC9LITF03\_E4)

exchanging ideas, feelings and understandings of language and culture through play-based experiences, such as pretend cafes, dress-ups, pretend Pizzeria, market stands and puppets (AC9LITF03\_E5)

observing, through visual and audio-visual resources, including video clips and photos, that members of Italian-speaking communities may do everyday things differently from themselves such as shaking hands, kissing on cheek, and starting a meal with *Buon appetito!* (AC9LITF03\_E6)

## Years 1 and 2

### Band level description

By the end of Year 2, students interact in Italian to share information about themselves and their immediate classroom environment using play-based and action-related learning. They recognise key words and phrases and respond using modelled gestures, words and formulaic expressions, imitating Italian pronunciation. They transition from spoken to written language and apply their knowledge of the Roman alphabet to respond to, and create simple texts, using familiar words and modelled language structures and features. They notice that English and Italian borrow words from each other, and that language does not always translate directly. They engage with Italian-speaking communities using local and digital resources. They notice that language and culture are related and that there are similarities and differences between Italian language and culture and their own.

### Achievement standard

By the end of Year 2, students use Italian to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions. They know and use basic Italian sound patterns, intonation, rhythm and simple formulaic expressions. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create text.

Students understand that Italian has rules for non-verbal communication, pronunciation and writing. They give examples of similarities and differences between some features of Italian and English. They understand that language is connected with culture, and notice how this is reflected in their own language, culture and identity.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian  Interacting in Italian	recognise and respond to modelled classroom-related greetings, instructions and routines, and personal introductions (AC9LIT2C01)	responding to classroom instructions such as <i>In piedi!, Seduti! In cerchio! Insieme, qui, Attenzione! Non parlare! Silenzio! Alza la mano!</i> (AC9LIT2C01_E1)
		using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person such as <i>Ciao! Salve! Buongiorno! Arrivederci! Tanti auguri! buona Pasqua, Buon Natale</i> (AC9LIT2C01_E2)
		introducing themselves and answering simple questions, for example, <i>Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho sette anni, e tu? Come stai? Così, così, Hai un animale? Sì, ho un cane</i> (AC9LIT2C01_E3)
		pointing to objects named in Italian (AC9LIT2C01_E4)

	<p>matching objects in the classroom to written names in Italian such as <i>il quaderno, la matita, l'astuccio</i> (AC9LIT2C01_E5)</p> <p>indicating possession (as set phrases) such as <i>la mia penna, il mio cane, il mio papà, la mia mamma</i> (AC9LIT2C01_E6)</p> <p>describing people and belongings, using familiar formulaic expressions such as <i>Questo/a è ... Ecco il mio pallone, un gelato al limone, buonissimo!</i> (AC9LIT2C01_E7)</p> <p>expressing simple everyday actions in the present tense, for example, <i>Gioco a football; Mangio la pizza; Leggo il libro</i> (AC9LIT2C01_E8)</p> <p>expressing likes and dislikes, for example, <i>Sì mi piace; no, non mi piace</i> (AC9LIT2C01_E9)</p>
<p>participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues (AC9LIT2C02)</p>	<p>contributing to guided collective activities such as labelling and illustrating a poster (AC9LIT2C02_E1)</p> <p>selecting given options relating to foods, toys or classroom items, for example, <i>Posso avere ...? Vuoi ...? Cosa vuoi? Voglio una pesca. E tu, cosa prendi?</i> (AC9LIT2C02_E2)</p> <p>playing games such as counting games, sorting and order games, number games, <i>tombola, ruba bandiera, bocce</i> (AC9LIT2C02_E3)</p> <p>participating in 'show and tell', for example, <i>Questa è la mia bambola. Si chiama Teresa; Questo è il mio camion. È grande</i> (AC9LIT2C02_E4)</p> <p>using formulaic Italian phrases for everyday interactions such as thanking, apologising, and offering wishes or congratulations, for example, <i>Grazie mille! Prego. Mi dispiace; Auguri!</i> (AC9LIT2C02_E5)</p> <p>reciting and performing chants, rhymes and songs, adding music and actions to support meaning of their own performances, for example, the farfallina rhyme: <i>Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c'è più; resti fuori proprio tu</i> (AC9LIT2C02_E6)</p> <p>participating in a guided role-play in a shop or at the market, for example, <i>Una banana per favore... ecco ...; Quanto costa? Un gelato per favore; Ecco il gelato</i> (AC9LIT2C02_E7)</p> <p>making shared decisions about classroom activities, for example, <i>giochiamo a tombola, leggiamo una favola</i> (AC9LIT2C02_E8)</p>

Mediating meaning in and between languages	locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases (AC9LIT2C03)	identifying words in written Italian by matching images with words (AC9LIT2C03_E1)
		identifying the main idea or an event based on images, for example, <i>la festa, la scuola, lo zoo, la spiaggia, l'estate</i> (AC9LIT2C03_E2)
		collecting English words that are the same in Italian, or example, banana, pijamas, picnic, and Italian words used in English <i>pizza, ciao, spaghetti, gelato</i> and creating a picture dictionary or word wall (AC9LIT2C03_E3)
		recognising phrases from classroom routines, images and labels, word walls such as days of the week, subjects, rules, labels, weather, seasons and dates (AC9LIT2C03_E4)
		identifying key words and points in a variety of texts (AC9LIT2C03_E5)
		using intonation and visual cues such as gestures and facial expressions, images, contextual clues to assist understanding meaning in context (AC9LIT2C03_E6)
		miming, drawing, onscreen pointing, clicking or dragging to show understanding of key points in a range of spoken, written and multimodal texts (AC9LIT2C03_E7)
		responding to texts by sequencing pictures and simple text in the order that events occurred (AC9LIT2C03_E8)
		responding to games or songs with actions or miming, for example, <i>Testa, spalla, ginocchia e piedi</i> (AC9LIT2C03_E9)
		retelling a story or information by creating a storyboard (AC9LIT2C03_E10)
notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines (AC9LIT2C04)		differentiating between formal and familiar language using <i>Buongiorno, ArrivederLa</i> with the teacher and <i>Ciao</i> with classmates (AC9LIT2C04_E1)
		noticing language associated with interactions such as the use of first names in Australian or American English compared with the use of titles and family names in Italian, for example, <i>Professor/Professoressa</i> with teacher and <i>Signor/Signora</i> with adults (AC9LIT2C04_E2)
		noticing that teacher uses familiar form with students and students use formal form with teacher, for example <i>tu/Lei</i> , (AC9LIT2C04_E3)
		using formulaic phrases to show politeness, for example, <i>Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perché? Buon appetito!</i> (AC9LIT2C04_E4)

Creating text in Italian		understanding language for classroom instructions and routines such as plural form for the whole class <i>Aprite il libro. Alzate la mano! Venite qui! Sedetevi!</i> (AC9LIT2C04_E5)
		noticing formalities in Italy such as handshakes or standing up to greet a visitor to the classroom (AC9LIT2C04_E6)
		exploring communication styles used by First Nations Australians such as gestures and sign languages, and comparing these with gestures, body language and facial expressions used in Italian (AC9LIT2C04_E7)
		noticing hand gestures, intonation patterns and facial expressions that accompany some expressions in Italian such as shrugs or exclamations such as <i>Boh! Mamma mia!</i> (AC9LIT2C04_E8)
	use words, familiar phrases and modelled language to create spoken, written and multimodal texts (AC9LIT2C05)	giving descriptive information using simple structures, for example, <i>È la mia mamma. La mia mamma è alta. È il cane. È carino</i> (AC9LIT2C05_E1)
		describing aspects of their immediate world by drawing and writing captions for people <i>Ecco il papà/mio fratello, Mario è il mio amico</i> ; family celebrations <i>Oggi è il compleanno di ... Tanti auguri!</i> , and places <i>La casa di Tina è grande</i> (AC9LIT2C05_E2)
		illustrating a shared class big book, for example, <i>È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera</i> (AC9LIT2C05_E3)
		sharing feelings about a book/video clip by participating in simple 'reviews', writing their names under one of the following statements: <i>Mi piace; Mi piace molto; Non mi piace</i> (AC9LIT2C05_E4)
		choosing from words, phrases and sentences provided to express ideas, for example, <i>È Marco. È grande. È bravo</i> (AC9LIT2C05_E5)
		answering simple questions with short formulaic spoken and written responses, for example, <i>Quanti anni hai? Hai un animale?</i> (AC9LIT2C05_E6)
	naming family members and friends using flashcards, word lists, posters, photos and multimedia slides, for example, <i>mio fratello Carlo; la mia amica del cuore, Gina</i> (AC9LIT2C05_E7)	
	sequencing pictures, with support, to describe events (AC9LIT2C05_E8)	

Understanding language and culture	Understanding systems of language	recognise and imitate the sounds and rhythms of Italian (AC9LIT2U01)	mimicking the pronunciation of the 21 letters of the Italian alphabet (AC9LIT2U01_E1)
			practising rolling 'r' by reciting rhymes and chants (AC9LIT2U01_E2)
			comparing vowel sounds in Italian and English (AC9LIT2U01_E3)
			recognising 'c' as in <i>ciao</i> sounds like 'ch' in English and that 'ch' as in <i>chi</i> sounds like a 'k' in English (AC9LIT2U01_E4)
			noticing that words which have accents stress the final letter, for example, <i>papà, città</i> (AC9LIT2U01_E5)
			noticing syllable patterns in words such as <i>la/sa/gna; pa/ta/ta</i> (AC9LIT2U01_E6)
			imitating Italian speech using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures, facial expressions and body language (AC9LIT2U01_E7)
			noticing that Italian is a phonetic language and is written as it sounds (AC9LIT2U01_E8)
			recognising that there are different dialects spoken in Italy and variations of accents in the diaspora (AC9LIT2U01_E9)
			noticing similarities and differences in pronunciation of cognates with English, for example, <i>università, animale, appartamento</i> (AC9LIT2U01_E10)
Understanding language and culture	Understanding systems of language	recognise that the Roman alphabet is used to construct meaning in texts in Italian (AC9LIT2U02)	copying and tracing the Italian alphabet (AC9LIT2U02_E1)
			identifying that the letters j, k, w, x, y are not part of the Italian alphabet (AC9LIT2U02_E2)
			recognising that there are spelling rules in Italian that affect pronunciation, for example, <i>ci, ce, gi, ge/ca, co, cu ga, go, gu</i> (AC9LIT2U02_E3)
			noticing that most words in Standard Italian end with a vowel <i>a, e, i, o</i> (AC9LIT2U02_E4)
			observing that some words which do not end with a vowel are the same in English, for example, computer, robot, yogurt, sport (AC9LIT2U02_E5)
			observing that days of the week and months of the year are written with lower case letters (AC9LIT2U02_E6)

<p>notice that Italian has features that may be similar to or different from English (AC9LIT2U03)</p>	<p>noticing that Italian words end mostly with vowels which mark gender and number, for example, <i>o – i</i> (masculine singular and plural); <i>a – e</i> (feminine singular and plural); <i>e – i</i> (masculine/feminine singular and plural) (AC9LIT2U03_E1)</p>
	<p>observing gender in patterns of naming, for example, <i>Paolo/Paola, Alessandro/Alessandra</i> (AC9LIT2U03_E2)</p>
	<p>noticing definite and indefinite articles with nouns, for example, <i>la casa, una casa; il giardino, un giardino</i> (AC9LIT2U03_E3)</p>
	<p>exploring how to use singular and plural forms (AC9LIT2U03_E4)</p>
	<p>noticing that adjectives are used to describe people, objects or places and that they are usually placed after the noun, for example, <i>la penna rossa, lo zaino nero</i> (AC9LIT2U03_E5)</p>
	<p>noticing words for asking questions, for example, <i>Chi? Cosa? Quando? Quanti?</i> (AC9LIT2U03_E6)</p>
	<p>noticing that rising intonation denotes a question (AC9LIT2U03_E7)</p>
	<p>learning simple verbs to describe actions and using them in formulaic expressions, for example, <i>guardo la television, ascolto la musica, leggo il libro</i> (AC9LIT2U03_E8)</p>
	<p>noticing that how likes and dislikes are expressed in Italian, for example, <i>Ti piace fare lo sport? Mi piace cantare/giocare; Non mi piace nuotare</i> (AC9LIT2U03_E9)</p>
	<p>learning the structure of simple statements and questions based on models, for example, <i>Io sono Anna. Non sto bene. È un gatto? Sì, è un gatto</i> (AC9LIT2U03_E10)</p>

Understanding the interrelationship of language and culture	notice that people use language in ways that reflect cultural practices and behaviours (AC9LIT2U04)	using formal greetings <i>Buongiorno! Buonasera signor, ArrivederLa</i> with adults other than family and friends, and using <i>Ciao</i> or <i>Salve</i> with family and friends (AC9LIT2U04_E1)
		observing that Italian women kiss on both cheeks when they greet other women and Italian men shake hands (AC9LIT2U04_E2)
		recognising common Italian gestures that express likes/dislikes and feelings such as <i>Eccellente! Non lo so, Squisito!</i> (AC9LIT2U04_E3)
		recognising that the Italian tradition of fare <i>la passeggiata</i> is culturally more significant than just taking a walk (AC9LIT2U04_E4)
		viewing images of daily life in Italy and Australia and noticing similarities and differences, for example, noticing similarities and differences in <i>l'autobus, il mercato, il supermercato, la fontana</i> (AC9LIT2U04_E5)
		responding to guiding questions through which they reflect on experiences of learning Italian (AC9LIT2U04_E6)
		using maps, stories, rhymes, identifying that the Italian language has dialects and variations and comparing these with the diversity of First Nations Australian languages, including regional variations (AC9LIT2U04_E7)
		recognising icons identified as Italian, for example, the flag, gelato, pizza, La torre di Pisa, Il Colosseo, la gondola and comparing with icons of First Nations Australians such as First Nations Australian flags, cuisine, iconic landscapes, musical instruments (AC9LIT2U04_E8)
		exploring the range of languages and cultures in their classroom, and creating a classbook or world languages map with photos (AC9LIT2U04_E9)
		recognising that music, dance, food, celebrations, games are connected with culture (AC9LIT2U04_E10)

## Years 3 and 4

### Band level description

By the end of Year 4, students interact in Italian to plan a range of activities in familiar classroom contexts that build on their interests and capabilities. They develop active listening skills and respond with gestures, words and modelled expressions, imitating Italian sounds and intonation. They use their literacy capabilities in English, and read and write in the Roman alphabet, to locate information, respond to, and create informative and imaginative texts. They recognise and use familiar vocabulary, modelled grammatical structures and syntax. They adjust language to convey meaning in familiar contexts and begin to understand the process of translation from one language to another. They interact with Italian-speaking communities using local, virtual and digital resources. They recognise that language and culture are related to practices and behaviours that reflect personal identity.

### Achievement standard

By the end of Year 4, students use Italian to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in oral and written activities that involve plans and transactions. 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 syntax to create and present text.

Students understand that Italian has language conventions and grammar rules to create and make meaning and that some terms have specific cultural meanings. They identify patterns in Italian and make comparisons between Italian and English. They understand that the Italian language is connected with culture and identity, and identify how this is reflected in their own language, culture and identity.

Strand / Sub-strand		Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian	Interacting in Italian	initiate exchanges and respond to modelled questions about self, others, and the classroom environment, using formulaic expressions (AC9LIT4C01)	exchanging personal information and responding to questions about self, family, leisure, neighbourhood, daily experiences and food, for example, <i>Da dove vieni? Da Torino. Sono italiano, e tu? Chi sei? Chi è ...? Sono ..., e tu? Lui/lei è ..., ...è mio padre. Questo/a è ..., e questo/a? È mio fratello. Dove abiti? Abito in via .../a ..., e tu?</i> (AC9LIT4C01_E1)
			describing self, friends and things with the correct placement of adjectives, for example, <i>Sono biondo/alto/grasso; ...è bruno; ... è giovane, ... ha i capelli/ha gli occhi/il naso/la bocca +adjective, for example, Il nonno ha i capelli castani, è simpatico Ha gli occhi molto grandi, La camicia è rossa/nuova/piccolo</i> (AC9LIT4C01_E2)
			describing location using prepositions of place, for example, the position of objects in the home <i>Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage</i> (AC9LIT4C01_E3)

	describing routines, for example, <i>ieri, oggi, domani, ora, dopo; Che ore sono? Sono le ... Quando? Venerdì, alle dieci mangio ..., bevo ... Lunedì studio inglese</i> (AC9LIT4C01_E4)
	participating in classroom activities by asking permission, requesting help, asking for repetition, praising and complimenting, for example, <i>Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile. Non adesso: Come? Aiuto, per favore; Come si dice ...? Cosa vuol dire? Come si scrive ...? Non ho capito, Può ripetere? Bravo/a! Ottimo! È bello/molto bello!</i> (AC9LIT4C01_E5)
	asking permission, for example, <i>Posso? Posso prendere/fare/avere qualcosa? Sì/no. Non è possibile. Non adesso</i> (AC9LIT4C01_E6)
	requesting help, for example, <i>Come? Aiuto, per favore</i> (AC9LIT4C01_E7)
	asking how to say or write a word, for example, <i>Come si dice ...? Come si dice in italiano? Come si scrive ...?</i> (AC9LIT4C01_E8)
	asking for repetition, for example, <i>Non ho capito, Può ripetere?</i> (AC9LIT4C01_E9)
participate in activities that involve planning and transacting with others, using a range of familiar phrases and modelled structures (AC9LIT4C02)	participating in organising a shared lunch in the Italian class, discussing who will bring what, who will invite parents, for example, <i>Facciamo un dolce. Chi porta lo zucchero? Chi porta le mele? or a shared performance for assembly or guests, for example, Ti piace? Chi dobbiamo invitare? Facciamo un poster</i> (AC9LIT4C02_E1)
	creating invitation cards or posters for a party, performance or class event, for example, <i>Caro...Vieni alla nostra festa/recita/riunione! Il giorno...Alle ore ... Luogo/Presso</i> (AC9LIT4C02_E2)
	generating questions such as <i>Quanti ... A che ora? Dov' è la festa?</i> (AC9LIT4C02_E3)
	following procedures and instructions together, for example, recipes such as <i>una macedonia di frutta</i> , or making a model of an Italian garden or <i>piazza</i> (AC9LIT4C02_E4)
	participating in a real or virtual visit to a local market to buy ingredients for making an Italian dish such as <i>il minestrone</i> (AC9LIT4C02_E5)
	participating in ordering food at the school canteen, for example, <i>Io prendo un panino con il formaggio. E tu, cosa prendi?</i> (AC9LIT4C02_E6)
	praising and complimenting, for example, <i>Bravo/a! Ottimo! È bello/molto bello! Esatto!</i> (AC9LIT4C02_E7)
	responding to a partner's questions, for example, <i>Di che colore è la maglia? È rosa. Qual è il tuo/suo gioco preferito?</i> (AC9LIT4C02_E8)

Mediating meaning in and between languages	locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts (AC9LIT4C03)	surveying classmates and presenting findings or responding to questionnaires about likes, interests, routines and activities, for example, <i>Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?</i> (AC9LIT4C03_E1)
		tabulating the results of a survey and presenting information in various forms such as class profiles, birthday charts or summaries of findings, for example, <i>Dieci bambini giocano a tennis e tre a basket</i> (AC9LIT4C03_E2)
		reading profiles and other information about children in different cultural contexts, in print and digital form and list similarities and differences in routines (AC9LIT4C03_E3)
		accessing texts about food and categorising information, for example, <i>cibi sani e cibi poco sani</i> (AC9LIT4C03_E4)
		asking and responding to questions that address information such as participants, characteristics of a person, and dates, times and locations of events of interest to the class, for example, <i>Quando? la domenica; il dieci giugno; Quanti anni ha? Ha trentasette anni; Come è fisicamente? È alto e forte; È grandissima; Ha due ali; Dove abita? Abita a Milano</i> (AC9LIT4C03_E5)
	develop strategies to comprehend and adjust Italian language in familiar contexts to convey cultural meaning (AC9LIT4C04)	learning to use a dictionary to find unknown words in texts to assist comprehension (AC9LIT4C04_E1)
		collecting and using Italian words and expressions that do not translate easily into English, for example, <i>Buon appetito! Altrettanto!</i> (AC9LIT4C04_E2)
		compiling a glossary or word bank of common Italian expressions and idioms that convey Italian cultural practices (AC9LIT4C04_E3)
		listening to, reading and viewing sentences and paragraphs in their entirety to predict meaning of unknown words and expressions (AC9LIT4C04_E4)
		providing appropriate bilingual captions/labels in English and Italian to show aspects of Country and Place, culture and People of First Nations Australians, such as use of traditional Place names (AC9LIT4C04_E5)
	using multimodal resources to build vocabulary to describe actions or feelings by accessing and presenting information of interest (AC9LIT4C04_E6)	

Understanding language and culture	Creating text in Italian	create and present informative and imaginative spoken and written texts using formulaic expressions, simple phrases and sentences and modelled textual conventions (AC9LIT4C05)	creating short oral/digital/print presentations on topics (holidays, favourite computer games, favourite playground, etc.) using a combination of language and images such as photos, illustrations, captions and diagrams (AC9LIT4C05_E1)
			experiencing different types of children's texts, for example, <i>Lo Zecchino d'Oro</i> , video clips on <i>Suonolandia</i> and <i>RAI Junior</i> ; appreciating the elements of humour and drama, use of sound effects, and facial expressions; and responding to the characters and events depicted in the texts, for example, <i>È strano, È buffo. La storia parla di ...</i> , <i>La canzone parla di ...</i> (AC9LIT4C05_E2)
			creating a story based on a set of images for example, <i>Il papà si alza. Il papà mangia. Il papà parte</i> ; matching or sequencing a set of images (AC9LIT4C05_E3)
			making picture storybooks (including digital versions) with captions to share with younger students (AC9LIT4C05_E4)
			using simple words and expressions selected from word banks and modelled statements to create personal profiles, highlighting key characteristics and features, for example, <i>Sono australiano di origine greca. Sono bravo e sportivo. Parlo inglese e studio italiano.</i> (AC9LIT4C05_E5)
			presenting well known Italian stories such as Pinocchio and commenting on the characters, discussing reasons and consequences, for example, discussing <i>Pinocchio è disobbediente</i> (AC9LIT4C05_E6)
			writing messages to their favourite character in a story or children's television program such as <i>Mi piace/non mi piace la canzone/il quadro. Il documentario è interessante.</i> (AC9LIT4C05_E7)
Understanding systems of language	recognise and use modelled combinations of sounds, pronunciation and intonation patterns of Italian to form words and phrases (AC9LIT4U01)	developing pronunciation between sound blends in Italian in comparison to English, for example, sc followed by h or i/e - <i>schiaivo, piscine, pesce</i> (AC9LIT4U01_E1)	
		recognising that sound blends can affect meaning, for example, <i>scarpa/sciarpa</i> (AC9LIT4U01_E2)	
		recognising letter combinations such as <i>gn</i> in <i>lavagna</i> and <i>gnocchi</i> , and <i>gl</i> in <i>figlio</i> and <i>famiglia</i> (AC9LIT4U01_E3)	
		recognising the silent h as applicable to the conjugation of the verb <i>avere</i> in the present and for borrowed words such as <i>hockey</i> and <i>hotel</i> (AC9LIT4U01_E4)	
		noticing the differences in intonation between statements, questions, exclamations and commands (AC9LIT4U01_E5)	
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 (AC9LIT4C05_E8)			

	understanding that an accent may change the meaning of the word, for example, è and e, <i>il papà, il Papa</i> (AC9LIT4U01_E6)
recognise Italian language conventions, grammatical structures and basic syntax in familiar texts and contexts (AC9LIT4U02)	identifying the gender of nouns in the singular and plural regular form, for example, <i>o-i; a-e; e-i</i> (AC9LIT4U02_E1)
	observing gender in patterns of names, for example, male names generally end in o and female names end in an a, for example, <i>Giorgio/Giorgia</i> and <i>Marcello/Marcella</i> and noticing exceptions to the rule such as male names in Italian ending in a or e, for example, <i>Simone, Luca, Andrea, and Nicola</i> (AC9LIT4U02_E2)
	using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, <i>la mano – le mani; il papà – i papà</i> (AC9LIT4U02_E3)
	using the definite and indefinite articles and understanding how to specify a particular person or object, for example, <i>la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia</i> (AC9LIT4U02_E4)
	using personal pronouns in context, for example, <i>Chi ha finito? Io!</i> (AC9LIT4U02_E5)
	learning to conjugate common regular verbs in the present tense, for example, -are verbs <i>gioco-gioca, mangio-mangiamo</i> (AC9LIT4U02_E6)
	expressing negation, for example, <i>voglio/non voglio</i> (AC9LIT4U02_E7)
	expressing preferences and reasons for preferences, for example, <i>preferisco ... perché ...</i> (AC9LIT4U02_E8)
	using cardinal numbers for dates except for the first of the month, for example, <i>il 23 marzo, il primo giugno</i> (AC9LIT4U02_E9)
	using adjectives to describe characteristics or qualities of a person or object and noticing that adjectives change with gender, for example, <i>Chiara è italiana, Bruno è greco, Riccardo è portoghese e Marianna è irlandese, la macchina rossa, il libro rosso</i> (AC9LIT4U02_E10)
	using prepositions to indicate location or direction, for example, <i>a casa, a Roma, in città, a sinistra, sopra il tavolo, sotto il banco</i> (AC9LIT4U02_E11)
	applying punctuation and capitalisation rules when writing, for example, omitting capitals for days of the week, months of the year and nationalities (AC9LIT4U02_E12)
	using possessive adjectives to express ownership, for example, <i>la mia casa, la tua famiglia, il tuo cappello, mia nonna</i> (AC9LIT4U02_E13)
	using suffixes to add nuance, for example, <i>-ino (fratellino, piccolino) or -etto (poveretto, casetta)</i> (AC9LIT4U02_E14)

Understanding the interrelationship of language and culture	recognise familiar Italian language features and compare with those of English, in known contexts (AC9LIT4U03)	creating simple sentences in the subject+verb+object pattern, and linking ideas using conjunctions such as <i>e</i> and <i>ma</i> (AC9LIT4U02_E15)
		recognising how ideas are sequenced in simple texts by using link words such as <i>prima</i> , <i>dopo</i> (AC9LIT4U03_E1)
		noticing some commonalities between particular text types in Italian and English, for example, discovering that greeting cards in both English and Italian have a front cover with images or photos specific to the occasion, an opening and closing address, and a written message (AC9LIT4U03_E2)
		noticing how their own language influences expectations about Italian language such as seeing word order 'back to front', for example, realising how adjectives are placed in Italian <i>il pennarello nero</i> = the <b>black</b> marker pen (AC9LIT4U03_E3)
		translating words, phrases and captions, and describing how meanings may change across languages (AC9LIT4U03_E4)
		discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, discovering English words incorporated into Italian <i>il tennis</i> , <i>i jeans</i> , <i>fare lo shopping</i> , <i>l'email</i> and Italian words incorporated into English <i>espresso</i> , <i>bellissimo</i> (AC9LIT4U03_E5)
		identifying cognates, for example, nouns such as <i>cioccolata</i> , <i>cinema</i> , <i>pera</i> , <i>parco</i> and <i>stazione</i> ; adjectives such as <i>intelligente</i> and <i>interessante</i> ; and verbs such as <i>arrivare</i> , <i>studiare</i> , <i>telefonare</i> and <i>visitare</i> (AC9LIT4U03_E6)
	beginning to develop a metalanguage for talking about language (AC9LIT4U03_E7)	
	identify connections between Italian language and cultural practices and behaviours (AC9LIT4U04)	creating a comparison table or Venn diagram to show similarities and differences between Italian language and culture and the languages and cultures of First Nations Australians, such as cultural expressions (cuisine, visual arts, dance) (AC9LIT4U4_E1)
		showing awareness that some expressions that have no equivalent in the English language, for example, <i>Buon onomastico</i> , <i>La Pasquetta</i> , <i>Ferragosto</i> , <i>Carnevale</i> , <i>Santo Stefano</i> , <i>La Mensa</i> , <i>Il Presepe</i> (AC9LIT4U04_E2)
observing the connection between some names and regional and family connections or religions (AC9LIT4U04_E3)		
recognising that there is the standard language called 'Italian' as well as many dialects spoken throughout Italy (AC9LIT4U04_E4)		
	observing language used across generations such as noticing differences in words used by grandparents, parents and young people, and suggesting why these differences occur (AC9LIT4U04_E5)	

explaining the ideas contained in texts to someone unfamiliar with Italian, for example, *alla mensa scolastica; le vacanze estive; la passeggiata* (AC9LIT4U04\_E6)

researching icons of Italy and Italian culture such as the flag, gelato, pizza, La torre di Pisa, Il Colosseo and comparing these with those of Australia and First Nations Australian icons such as the First Nations Australian cooking techniques (Kup Murri), technology (boomerang), iconic landscapes (Kunanyi, Kata Tjuta) (AC9LIT4U04\_E7)

recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, using Roman numerals, currency, male/female signs, and street signs such as *Senso Unico* and *Zona Pedonale* (AC9LIT4U04\_E8)

## Years 5 and 6

### Band level description

By the end of Year 6, students interact in Italian to exchange information and ideas relating to their school and local environment. They plan and negotiate activities, making language choices to express their preferences and opinions. They engage with a range of spoken, written and multimodal texts, and apply strategies to process information and comprehend meaning of content and cultural contexts. They understand that cultural expressions are not easily translated. They create texts for a variety of contexts and purposes. They use a range of vocabulary, structures and expressions to sequence information and ideas in known contexts. They use their English literacy knowledge of metalanguage to identify language functions, structures and features. Students interact with peers in Italian-speaking communities using local and digital resources. They reflect on how different cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Year 6, students initiate and use strategies to maintain interactions in Italian related to their immediate environments. They collaborate in oral and written activities that involve the language of negotiation and planning, to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Italian or English, adjusting their response appropriately to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context, and show understanding of how some language reflects cultural practices. They sequence information and ideas and use conventions appropriate to text type.

Students apply rules for pronunciation, spelling, punctuation and modelled grammatical structures when creating and responding in Italian. They use metalanguage to compare frequently used language features in Italian and English. They understand that the Italian language is connected with culture and identity, and consider how this is reflected in their own language, culture and identity.

Strand / Sub- strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian	initiate and sustain modelled exchanges in familiar contexts related to students' personal world and school environment (AC9LIT6C01)	asking and responding to questions that elicit personal information about themselves and others, for example, <i>Da dove vieni? Vengo da Melbourne. Sei australiana? No, non sono australiana, sono cinese. Sì, e sono di origine greca. Quanti siete in famiglia? In famiglia siamo in sei. È/non è interessante ... Che bello!</i> (AC9LIT6C01_E1)
		asking about personal preferences, for example, <i>Quale materia ti piace? Mi piace ... /No, non mi piace ..., È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!</i> (AC9LIT6C01_E2)
		talking about the local environment and expressing opinions and preferences, for example, <i>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 ...</i> (AC9LIT6C01_E3)
		expressing feelings such as about a singer or sports figure, for example, <i>È simpatico e bravo, mi piace tanto. Vorrei ... Mi piacerebbe ...</i> (AC9LIT6C01_E4)
		describing a person's physical state, for example, <i>Ha fame/sete/freddo/caldo; Ho mal di ... Sono stanco/sono rilassato</i> (AC9LIT6C01_E5)
		responding to an email from a new penfriend who speaks Italian or who is also learning Italian (AC9LIT6C01_E6)
		exchanging greeting cards for significant occasions (AC9LIT6C01_E7)
		participating in a school blog with other students learning Italian to exchange experiences of learning Italian, ask for assistance from older students and providing advice to younger students learning Italian (AC9LIT6C01_E8)
	participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas (AC9LIT6C02)	participating in taking action in relation to care of the environment, or class rules and routines, for example, <i>Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster</i> (AC9LIT6C02_E1)
		discussing projects as a whole class, for example, <i>Cosa possiamo riciclare? Come possiamo diminuire l'inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?</i> (AC9LIT6C02_E2)
planning and organising activities, using expressions related to place, time and numbers, for example, <i>Dove facciamo la festa? Quando? Quante persone invitiamo?</i> (AC9LIT6C02_E3)		

Mediating meaning in and between languages		participating in role-plays that involve transactions and opinions, for example, <i>È bellissimo. È di moda, asking the Quanto costa? È troppo caro/costoso. Quanto viene? C'è lo sconto? Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...</i> (AC9LIT6C02_E4)
	locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose (AC9LIT6C03)	surveying classmates on specific topics and presenting the findings using tables, concept maps, graphs and digital presentations, making comparisons with children's lifestyles in Italy, for example, <i>Chi? Dove? Quando? Perché? Che cosa?</i> (AC9LIT6C03_E1)
		researching topics such as leisure, recycling, the water cycle, the solar system, or geographical features of Italy, in a range of sources, including magazine articles, books and websites, and ordering and sharing the information in print or digital format (AC9LIT6C03_E2)
		reordering information, for example, rearranging information using tables, concept maps and retrieval charts (AC9LIT6C03_E3)
		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 peers (AC9LIT6C03_E4)
		gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions using this information or presenting information independently in a variety of forms, for example, using a flowchart to explain the life cycle of a butterfly, or reporting <i>Metà della classe ... La maggior parte ... Pochi .... Tanti .... Alcuni ... quasi tutti ...</i> (AC9LIT6C03_E5)
	apply strategies to interpret and convey meaning in Italian language in familiar spoken, written and non-verbal cultural contexts (AC9LIT6C04)	using print or digital dictionaries and electronic translation tools to find correct meaning of words and expressions within a given context, and then use them appropriately to compose own texts (AC9LIT6C04_E1)
		noticing that there is not always word for word equivalence when moving between English and Italian, for example, noticing language differences in advertisements, websites, shop signs ( <i>Tabacchi</i> ) and warning signs ( <i>Vietato entrare!, È Vietato, calpestare l'erba!</i> ) (AC9LIT6C04_E2)
		comparing cultural concepts and messages expressed in stories and song lyrics (AC9LIT6C04_E3)
		exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others such as <i>farsi il bidet</i> (AC9LIT6C04_E4)
	creating appropriate bilingual captions/labels in English and Italian to show aspects of Country and Place, culture and people of First Nations Australians, such as a signage that acknowledges the Traditional Owners of the site (AC9LIT6C04_E5)	

Creating text in Italian		using structured questions such as <i>Chi ...? Dove ...? Cosa ...? Perché? Quando ...?</i> to interpret, compare and evaluate the purpose of the texts and audience (AC9LIT6C04_E6)
	create and present a range of spoken and written texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type (AC9LIT6C05)	writing and performing their own texts (songs, plays, video clips, fairy tales, etc.) 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>I Tre Orsi</i> and <i>Il Fagiolo</i> (AC9LIT6C05_E1)
		exploring the sequence of events in texts by creating a storyboard (AC9LIT6C05_E2)
		conveying information to others through different text types, for example, creating an advertisement such as <i>la festa della cioccolata di Perugia: Vuoi partecipare ...? Ti piace ...? Preferisci ...? Allora vieni a ...</i> (AC9LIT6C05_E3)
		writing short texts such as emails and letters to interact with others, for example, writing an invitation, accepting or refusing an invitation, congratulation card or thank you letter, using the appropriate phrases to mark respect for age, gender, and/or social authority (AC9LIT6C05_E4)
	demonstrate understanding of how language reflects culture by beginning to use words and expressions that reflect cultural practices and conventions (AC9LIT6C06)	agreeing and disagree politely with others when questioning and evaluating, for example, <i>(non) sono d'accordo. Anch'io. Secondo me non è vero/bello/giusto</i> (AC9LIT6C06_E1)
	using expressions that reflect cultural concepts, behaviours or messages when creating texts, for example, <i>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.</i> (AC9LIT6C06_E2)	
	demonstrating that language varies depending on how people feel, who they are interacting with and their relationship with each other, for example, using emotive language with friends and peers ( <i>Ma dai! Non ci credo! Che barba!</i> ), more formal language with unknown adults ( <i>Scusi? Per cortesia</i> ), and a range of salutations of varying degrees of formality in written communication ( <i>Tanti cari bacioni/Un grande abbraccio/Distinti saluti</i> ) (AC9LIT6C06_E3)	

Understanding language and culture	Understanding systems of language	apply knowledge of combinations of sounds, syllables, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases (AC9LIT6U01)	learning to pronounce double consonants such as <i>la mattina, il cappello, la piazza, fa freddo</i> (AC9LIT6U01_E1)
			learning to pronounce z and t sounds (AC9LIT6U01_E2)
			recognising that Italian usually stresses the penultimate syllable, for example, <i>studiare, francese, intelligente</i> ; and that there are exceptions to the rule, for example, <i>meccanico, subito, difficile</i> (AC9LIT6U01_E3)
			understanding that there are both grave and acute accents in Italian, for example <i>è, perché, città</i> and learning to insert accents into their work electronically (AC9LIT6U01_E3)
		apply modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT6U02)	using both regular and irregular plural nouns, for example, <i>un ginocchio/due ginocchia</i> (AC9LIT6U02_E1)
			using suffixes to modify Italian nouns and adjectives, for example, <i>treno/trenino, casa/casetta, parola/parolaccia, bravo/bravissimo, fratello/fratellino, povero/poverino</i> (AC9LIT6U02_E2)
			expressing positive and negative preferences using adverbs to intensify the meaning, for example, <i>Mi piace molto la cioccolata; Non mi piace tanto ballare</i> (AC9LIT6U02_E3)
			formulating questions and requests, for example, <i>Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove andiamo stasera?</i> (AC9LIT6U02_E4)
			recognising the position of adverbs in sentences, for example, <i>Non vado mai al cinema; Cammino lentamente</i> (AC9LIT6U02_E5)
			using the present tense of regular, some irregular verbs, and immediate future tense to present situations and events, for example, using <i>avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare</i> in sentences such as <i>Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani</i> (AC9LIT6U02_E6)
	using reflexive verbs and simple past tense in formulaic expressions, for example, <i>Mi alzo alle sette. Sono andato/a al cinema</i> (AC9LIT6U02_E7)		
use familiar metalanguage to compare some Italian language functions,	applying intercultural awareness when explaining to others learnt words and expressions, for example, applying practices relating to hospitality <i>Grazie per l'invito ... Volentieri! Certo! Come no! ...</i> (AC9LIT6U03_E1)		
	explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs such as <i>È vietato calpestare l'erba, È vietato attraversare i binari</i> (AC9LIT6U03_E2)		

Understanding the interrelationship of language and culture	structures and features with those of English, in known contexts (AC9LIT6U03)	interpreting the meaning of particular word choices and gestures made in conversations between speakers of Italian, for example, explaining the use of idioms such as <i>Diamoci del tu! Dai! Via! Evviva! Non vedo l'ora!</i> (AC9LIT6U03_E3)
		building metalanguage to talk about grammar, using terms such as 'tenses' and 'personal pronouns', and identifying language elements and discussing how they are used (AC9LIT6U03_E4)
		developing metalanguage to describe patterns, grammatical rules and variations in language structure (AC9LIT6U03_E5)
	recognise connections between language and cultural practices, behaviours and values and reflect on the impact on communication (AC9LIT6U04)	comparing words 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 <i>bambino</i> in Italian is equivalent to <i>picciriddu</i> in Sicilian dialect (AC9LIT6U04_E1)
		listening or viewing short skits of Italians speaking in different dialects to develop an awareness of different dialects spoken in Italy and used in Italian-speaking communities in Italy and in the diaspora, for example, observing and listening to characters from <i>Commedia dell'Arte</i> ; noticing the use of gestures used by Neopolitans (AC9LIT6U04_E2)
		comparing language use in similar social situations in Italian and English (AC9LIT6U04_E3)
		comparing connections between world views, practices and identities of First Nations Australians with those of Italian-speaking people (AC9LIT6U04_E4)
	understanding how First Nations Australians' connections with and obligations to Country/Place are interconnected with beliefs, values and language use, noticing what is similar to or different from Italian-speaking people's beliefs, values and language use about place (AC9LIT6U04_E5)	
	discussing some generalisations and stereotypes about Italian and Australian people and reflecting on their own experiences (AC9LIT6U04_E6)	
	explaining to others the significance of some Italian cultural practices and events such as greetings, mealtimes, school or family routines, concepts and values, recognising cultural differences in their interpretation of meaning, for example, <i>Qual è la differenza? Capisco ma non sono d'accordo</i> (AC9LIT6U04_E7)	

## Years 7 and 8 (F–10)

### Band level description

By the end of Year 8, students use Italian to interact and collaborate within and beyond the classroom, practise and explain language structures and features, and develop intercultural understanding. They process and interpret the content and language of texts, adjusting information and ideas to suit the context. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Italian and English language functions, structures and features. They use modelled and rehearsed language, in familiar and unfamiliar contexts, to create texts using a range of vocabulary, language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. They interact with peers in Italian-speaking communities using local and digital resources. They explain how interactions with Italian speakers facilitate their understanding and appreciation of the connections between language, culture and identity.

### Achievement standard

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

Students show understanding of different text types to present and respond to information, ideas and opinions, and are aware that spoken and written texts use different conventions. They use metalanguage to comment on structures and features of Italian text. They reflect on how the Italian language, culture and identity are interconnected, and compare this with their own language, culture and identity.

Strand / Sub- strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian	Interacting in Italian	initiate and sustain exchanges in familiar and unfamiliar contexts related to students' experiences, feelings and views, adjusting their language in response to others (AC9LIT8C01)
		using register-appropriate forms of address to express and receive greetings, thanks and good wishes, and to apologise, for example, being formal with adults, <i>Buongiorno, Signor Rossi Piacere ConoscerLa! Tantissimi Auguri. Grazie mille. Mi dispiace, non posso/sono impegnato.. Scusimi!</i> (AC9LIT8C01_E1)
		exchanging and comparing personal information such as routines and experiences using <i>essere, avere</i> and other common verbs, including reflexive verbs, for example, <i>Ogni mattina mi alzo alle sette ma mia sorella si alza alle otto; Di solito vado in piscina dopo scuola</i> (AC9LIT8C01_E2)
		sharing information and expressing opinions, preferences, and feelings, via spoken and written texts about favourite forms of entertainment, celebrities and significant figures, for example, <i>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 volano perché secondo me è più facile; Amo il rap e il mio cantante preferito italiano è Jovanotti.</i> (AC9LIT8C01_E3)
		recounting events, describing activities and personal experiences, for example, <i>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.</i> (AC9LIT8C01_E4)
		asking for, giving and following instructions, for example, <i>Dove sono i quaderni? Come si scrive questa frase? Dov'è la casa di Luca? Devi prendere la terza strada a destra. Clicca su 'copia' e poi 'incolla'.</i> (AC9LIT8C01_E5)
collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events (AC9LIT8C02)	participating in real and imagined transactions and negotiations when shopping or ordering, demonstrating understanding of shopping etiquette in Italy, for example, <i>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!</i> (AC9LIT8C02_E1)	
	sharing suggestions with peers to organise class events (a party, hosting a guest, giving a community performance, etc.) using modelled language, for example, <i>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; lo preparo il menu/l'invito/la torta/gli addobbi ...</i> (AC9LIT8C02_E2)	
	arranging with a buddy Italian class to meet face-to-face or via virtual technology and discussing how the interaction will be organised, for example, <i>Non va bene mercoledì. Ci vediamo giovedì, il 12 maggio alle 14.00? Ci chiamate voi? Vi chiamiamo noi.</i> (AC9LIT8C02_E3)	

Mediating meaning in and between languages		comparing and contrasting alternatives, agreeing or disagreeing, accepting and declining, when deciding what to do, where to go or what to choose using formulaic and modelled language, for example, <i>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.</i> (AC9LIT8C02_E4)
	interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience (AC9LIT8C03)	comparing Italian travel brochures and itineraries, identifying aspects such as transport arrangements, costs, places of interest and accommodation options, for example, using formulaic sentence structures to advise visitors or plan an itinerary for a particular group of visitors such as a school group or exchange students <i>Si può andare a ...; l'autobus è più costoso/economico; costa meno/poco/troppo ...; Puoi/Possiamo/Potete vedere/visitare/ammirare/assaggiare ...</i> (AC9LIT8C03_E1)
		interviewing peers about routines, practices, preferences and choices using formulaic phrases, and presenting the findings in formats (profile posters, charts and timelines, etc.) using modelled phrases, for example, <i>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</i> (AC9LIT8C03_E2)
		viewing visual texts such as images, television programs, advertisements, cartoons or YouTube clips to identify key information including cultural references/representations or the order in which they appear, for example, <i>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</i> (AC9LIT8C03_E3)
		summarising the main points of texts, deducing the meaning of some unknown words and phrases, and identifying cultural references, which contribute to the overall meaning, for example, <i>Mia nonna abita con noi e questo è molto comune nel mio paese</i> (AC9LIT8C03_E4)
		using a range of tools such as graphs, tables, mind maps, concept maps and charts to summarise and organise findings and present them to others (AC9LIT8C03_E5)
		considering the language, beliefs and values of characters in literature and Italian popular culture, for example, viewing excerpts from classic/contemporary films (Pinocchio, etc.) and discussing personal responses to and the sociocultural context of the film (AC9LIT8C03_E6)
	comparing aspects of Italian texts with the way similar issues are portrayed in English language texts (AC9LIT8C03_E7)	

	creating, individually as well as collaboratively, bilingual resources such as glossaries, signage, recipes, children's stories, factual reports, timelines or brochures (AC9LIT8C03_E8)
interpret and adjust spoken, written and non-verbal language to convey meaning in Italian language in familiar and unfamiliar cultural contexts (AC9LIT8C04)	responding to the key ideas of a text such as a story, film or poem by giving a personal opinion, describing pros and cons or expressing perspectives about the topic, characters, themes and views expressed, and comparing students' responses to the same text to consider differing perspectives, for example, <i>Secondo me è importante mangiare sano perché... ma qualche volta ...; Sono/Non sono d'accordo con...</i> (AC9LIT8C04_E1)
	listening to authentic Italian texts such as podcasts, Italian radio, television shows and advertisements to identify different types of language for different audiences, and collating their findings (AC9LIT8C04_E2)
	comparing messages in texts from different eras such as fairy tales, graphic novels, video clips, and traditional fables and identifying themes and representations (AC9LIT8C04_E3)
	interpreting signs, texts messages, advertisements in Italian and identifying language features and structures that are not easily translated and may cause misunderstandings, and writing simple explanations of meaning (AC9LIT8C04_E4)
	using some Italian to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LIT8C04_E5)
	using bilingual dictionaries and electronic translation tools to compose bilingual texts such as captions, menus or school timetables, comparing results and noticing any problems associated with translation (AC9LIT8C04_E6)
	presenting findings related to the investigation of a social or cultural issue such as <i>La moda</i> and <i>Fare bella figura</i> , and summarising opinions and attitudes collected from surveys, interviews and media sources (AC9LIT8C04_E7)
reflect on similarities and differences in cultural interpretations between Italian and their own language use and behaviour (AC9LIT8C05)	interpreting phrases and expressions that do not translate literally such as <i>presto, di niente, coraggio!</i> and identifying similar English expressions, considering the possible consequences of the lack of equivalence in terms of intercultural communication (AC9LIT8C05_E1)
	reflecting on their own experience of learning Italian and how they have learnt from their own misinterpretations of Italian language and culture when accessing spoken, written and multimodal texts (AC9LIT8C05_E2)
	reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Italian people, noticing their own body language and gestures, for example, understanding how the Australian tendency to be informal with people of all ages may be misinterpreted (AC9LIT8C05_E3)
	sharing experience of learning a second or additional language with classmates whose first language is not English, and comparing this with their own experience of learning Italian (AC9LIT8C05_E4)

Creating text in Italian		sharing and comparing cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language such as having a larger vocabulary to draw on, additional insights and perspectives, and opportunities for new experiences (AC9LIT8C05_E5)
	create and present spoken, written and multimodal texts for specific purposes, selecting vocabulary, grammatical structures and textual features and conventions appropriate to text type and context (AC9LIT8C06)	creating cartoons, picture stories, plays or big books appropriate for younger audiences, using repetitive sentence structures and vocabulary, for example, <i>Di chi è questa coda? È della mucca!</i> (AC9LIT8C06_E1)
		creating and/or performing their own spoken, written or multimodal texts which reflect Italian cultural behaviours, attitudes and social conventions, for example, writing the script and creating a video recording to introduce aspects of family life, school life, local community life or virtual life, and comparing their own texts to others', for example, <i>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</i> (AC9LIT8C06_E2)
		creating a skit or short film with subtitles, depicting an aspect of contemporary teenage life from an Italian, Australian perspective (AC9LIT8C06_E3)
		creating an advertisement or poster to persuade a specific audience using imperative form, for example, <i>Non rovinare la nostra scuola! Metti i rifiuti nei bidoni, non sotto i piedi! Non aspettate! Fatelo subito!</i> (AC9LIT8C06_E4)
		applying the main features of familiar text types in Italian when writing a letter, email, description, narrative or report in Italian (AC9LIT8C06_E5)
		observing that texts are constructed for a variety of purposes (to request, instruct, invite, describe, etc.) and for a variety of audiences such as a child or adult, and known or unknown people (AC9LIT8C06_E6)
	creating and presenting a bilingual oral history of an older Italian person (AC9LIT8C06_E7)	
	consider and select words and expressions to create texts that reflect cultural values and beliefs (AC9LIT8C07)	translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, <i>fare la passeggiata, fare capricci</i> and using them appropriately when creating texts (AC9LIT8C07_E1)
		describing events occurring in the present and past, and considering that Italian and English express concepts across time in different ways (AC9LIT8C07_E2)
selecting words, expressions and linguistic structures that suit the purpose and audience when creating texts (AC9LIT8C07_E3)		

		<p>taking note of 'false friends' when creating texts, for example, noting that the English word 'annoyed' does not translate to '<i>annoiato</i>' in Italian (AC9LIT8C07_E4)</p> <p>using electronic devices to assist in creating meaning in texts (AC9LIT8C07_E5)</p> <p>using strategies to avoid literal translation that does not make sense when creating texts (AC9LIT8C07_E6)</p> <p>using monolingual and bilingual dictionaries and word lists to assist in developing meaning (AC9LIT8C07_E7)</p> <p>creating a learning journal or autobiography relating intercultural experiences and their impact (AC9LIT8C07_E8)</p>
Understanding language and culture	Understanding systems of language	<p>apply knowledge of conventions of spoken Italian to known and unfamiliar language to enhance fluency, and use this knowledge in responding to and creating texts (AC9LIT8U01)</p>
		<p>examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to own work, for example, <i>famiglie, gnocchi, chiese, barche, chiavi, cena; sono and sonno; vale and valle; felicità, capacità</i> (AC9LIT8U01_E1)</p>
		<p>recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotions, for example, <i>Vai a casa? Va'a casa! Oh! E? Ahimè!</i> (AC9LIT8U01_E2)</p>
		<p>recognising that language use changes according to the text type and modality, for example, comparing emails and letters, written notes and SMS, diary and interactive webpages to spoken language, and identifying differences in the use of language (AC9LIT8U01_E3)</p>
		<p>identifying and comparing the features of language that distinguish the purpose for which it is used and the age and gender of the audience, for example, the difference between saying <i>Non mi piace</i> and <i>Non mi piace per niente</i> (AC9LIT8U01_E4)</p>
		<p>identifying the way in which the choice of vocabulary and grammar relates to variables such as age, social status, relationship and situation in both spoken and written language (AC9LIT8U01_E5)</p>

	<p>apply a range of grammatical structures and expressions to compose and respond to texts using appropriate punctuation and textual conventions (AC9LIT8U02)</p>	<p>using a range of activities and strategies to learn and apply structures and features of the Italian language, for example:</p> <ul style="list-style-type: none"> <li>-nouns – gender and number, regular and irregular</li> <li>-suffixes such as <i>-ino/a</i>, <i>-issimo/a</i>, <i>-etto/a</i>, <i>-astro/a</i>, for example, <i>grande-grandissimo</i>, <i>piccolo-piccolino</i>, <i>casa-casetta</i>, <i>figlio-figliastro</i> and <i>figlia-figliastra</i>, and prefixes such as <i>pro-</i> and <i>bis-</i>, for example, <i>prozio</i> and <i>bisnonno</i></li> <li>-pronouns, including subject pronouns and direct object pronouns</li> <li>-articulated prepositions, for example, <i>a</i>, <i>di</i>, <i>da</i>, <i>in</i>, <i>su</i> plus article, and prepositions which do not combine, for example, <i>tra</i>, <i>per</i></li> <li>-adverbs to qualify verbs, for example, <i>proprio</i>, <i>troppo</i>, <i>abbastanza</i>, <i>specialmente</i>, <i>spesso</i>, <i>nemmeno</i>, <i>purtroppo</i>, <i>non ... né ... né ...</i></li> <li>-negative constructions including the double negative, for example, <i>Non vado mai in centro. Non c'è niente/nessuno</i></li> <li>-verbs to express action in time, using a range of regular and some irregular verbs, reflexive verbs in the present tense, perfect and imperfect, including exposure to the impersonal <i>si</i>, and modal verbs to express ability, possibility, likelihood and permission (AC9LIT8U02_E1)</li> </ul>
	<p>use metalanguage to reflect on similarities and differences between Italian language functions, structures and features with those of English, in known contexts (AC9LIT8U03)</p>	<p>noticing cognates and borrowed/loan words from Italian and other languages (AC9LIT8U03_E1)</p> <p>discussing noun+adjective order and rationale for different order (AC9LIT8U03_E2)</p> <p>discussing 'false friends' (AC9LIT8U03_E3)</p> <p>discussing modality and politeness, for example, <i>posso Vs potrei; devo Vs dovrei</i> (AC9LIT8U03_E4)</p> <p>describing and applying the main features of familiar text types in Italian, for example, letter, email, description, narrative, report (AC9LIT8U03_E5)</p> <p>observing that texts are constructed for a variety of purposes (for example, to request, to instruct, to invite and to describe) and for a variety of audiences, for example, child/adult, known/unknown people (AC9LIT8U03_E6)</p>

Understanding the interrelationship of language and culture	explain how the Italian language reflects cultural practices, perspectives and identity, and compare these with their own (AC9LIT8U04)	understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, <i>Cin cin! Salute! Buon onomastico!</i> (AC9LIT8U04_E1)
		observing the connection between some names and religion, regional and family connections, for example, <i>Maria, Giuseppe, Pasquale, Natale, Annunziata, Concetta, Addolorata; da Vinci, di Giovanni; di Paolo</i> (AC9LIT8U04_E2)
		discussing culturally significant concepts encountered in texts, for example, <i>Fare la passeggiata. Fare bella figura. Fare brutta figura. Andare a trovare qualcuno</i> and making comparisons with Australian culture (AC9LIT8U04_E3)
		analysing the meaning and use of idioms and sayings, for example, <i>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</i> ; and considering equivalents in English and other languages (AC9LIT8U04_E4)
		interacting with members of Italian-speaking communities and sharing own experiences as a learner of Italian, for example, describing the duration and place of learning and sharing opinions about the experience (AC9LIT8U04_E5)
		engaging with young Italians, in the local community or virtually, to share and compare information, values and beliefs about topics of interest (AC9LIT8U04_E6)
		reviewing and responding to aspects of cultural practices that are represented in authentic texts such as advertisements, brochures and menus to discuss the cultural differences that are evident, noting the reactions of class members to these differences (AC9LIT8U04_E7)
		selecting and reflecting on aspects of the Italian language and culture that could easily be adopted in Australia, and explaining the reasons for their choices (AC9LIT8U04_E8)
		considering how one's own ideas, practices and responses may be perceived by Italians in Italy and in Australia (AC9LIT8U04_E9)
		interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Italian-speaking people's identity (AC9LIT8U04_E10)
		recognising the culture-based assumptions that participants bring to intercultural exchanges (AC9LIT8U04_E11)
		recognising their own culture-based understanding of ideas and experiences (AC9LIT8U04_E12)
		reflecting on their own positioning in exchanges with members of the Italian community (AC9LIT8U04_E13)

reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of Italian people, for example Uluru for the Anangu People and significant cultural and historical sites for Italian people (AC9LIT8U04\_E14)

understanding the value of communicating within and across languages, and discussing the interrelationship between Italian, English and other languages, for example, recognising the influence of the Italian language on English in areas such as food, music and fashion; understanding the impact of media and technology on the way the Italian language is changing as a language of local and international communication, *i social; il blogger* (AC9LIT8U04\_E15)

## Years 9 and 10 (F–10)

### Band level description

By the end of Year 10, students initiate and sustain interactions in Italian to communicate their own and others' experiences of the world, evaluate and compare language structures and features, create authentic texts, and share cultural experiences of Italian language learning and identity. They access a range of spoken, written and multimodal sources, and choose appropriate strategies to interpret, evaluate and synthesise information, ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their evaluation. They create a range of texts, manipulating language for different purposes and audiences. They approximate Italian pronunciation, intonation and fluency in spoken texts. They demonstrate control of language structures and features in written and multimodal texts. They interact with Italian-speaking communities using local and digital resources to explore intercultural experiences. They acknowledge that there are diverse influences on ways of communication and cultural identity. They analyse and evaluate how these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Year 10, students contribute to and extend interactions in Italian in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret a broad range of texts and manipulate language to convey intercultural understanding. They evaluate and synthesise information, ideas and perspectives in texts. They show understanding of how features of language can be used to influence audience response. They create texts, selecting language for a range of contexts, purposes and audiences. They demonstrate knowledge of connections between spoken and written texts, and use appropriate expressions and spoken and written conventions to enhance fluency and authenticity. They apply and use complex sentences and structures to create and respond to spoken and written texts that express ideas, perspectives and opinions. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.

Students use metalanguage to reflect on and evaluate Italian text and explain similarities and differences between Italian and English. They reflect on their own cultural perspectives and identity and draw on their experience of learning Italian to explain how this learning influences their ideas and ways of communicating.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian  Interacting in Italian	initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students' own and others' experiences of the world, adjusting their language in response to others (AC9LIT10C01)	corresponding with peers throughout the year (by phone, Skype, email, wiki, etc.) to build relationships and share views about home, school, lifestyle, leisure activities and interests, for example, <i>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</i> (AC9LIT10C01_E1)
		interacting in speaking or writing with an Italian contact to seek personal information about their past, current activities and future plans, and to ask about life in Italy and the possibility of visiting in future, for example, <i>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.</i> (AC9LIT10C01_E2)
		sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, <i>Scusa/Scusi non ho capito, può ripeterlo, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a ... Mi sono dimenticato/a di ...</i> (AC9LIT10C01_E3)
		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, <i>Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ti capisco! Ma scherzi!</i> (AC9LIT10C01_E4)
		interviewing class members to gauge views about aspects of daily life (school, pastimes, relationships and the local environment, etc.) and having a structured discussion as a class about the major themes and concerns that emerge, using modelled question/sentence structures, for example, <i>Come mai ...? Perché ...? Secondo te ...? Forse ... pensi che ...? È chiaro che ...</i> (AC9LIT10C01_E5)
		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, <i>Ti è piaciuto/a la puntata/il concerto di ...? Cosa pensi di ...? Preferisco ... Penso che ... Vorrei ... Mi piace di più ... Purtroppo ... Insomma! Che noia! Che rabbia! Che bello! Che peccato!</i> (AC9LIT10C01_E6)
		debating pros and cons related to topics such as <i>adolescenti a dieta or the l'uso dei social media</i> , for example, <i>Sono pro/contro ... perché ... Di pro/contro c'è ...; Secondo me, è giusto che ... ma capisco che ...</i> (AC9LIT10C01_E7)

	<p>exchanging letters, emails and videos with peers in Italy and comparing aspects of youth lifestyle, school and environment using comparisons when expressing thoughts and ideas, for example, <i>Cosa fate durante le vacanze estive? Come voi, anche noi andiamo verso il mare...</i> (AC9LIT10C01_E8)</p>
<p>contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare cultural experiences (AC9LIT10C02)</p>	<p>planning and making decisions with others (about an event, visit, etc.) and discussing alternatives, contributing suggestions and expressing preferences, for example, planning and addressing issues in negotiating why and where they should go during their trip to Italy, for example, <i>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;</i> (AC9LIT10C02_E1)</p>
	<p>collaboratively planning to decide purposes, processes and roles in activities such as creating an itinerary for a visiting Italian student, for example, <i>Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...? and asking questions to clarify intentions and seek agreement, for example, Cosa ne pensi se ...? Sei d'accordo? Va bene? Un'idea sarebbe ...</i> (AC9LIT10C02_E2)</p>
	<p>negotiating options and stating wants and needs, for example, <i>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</i> (AC9LIT10C02_E3)</p>
	<p>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, <i>Ti va di andare alla festa di Giorgio? T'interessa venire al concerto? Sei libero ...? Che bello! Non mi va. No posso, purtroppo devo andare dai nonni quella sera. Che delusione! Che peccato! La prossima volta!</i> (AC9LIT10C02_E4)</p>
	<p>contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home, for example, <i>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</i> (AC9LIT10C02_E5)</p>
	<p>participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, <i>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.</i> (AC9LIT10C02_E6)</p>
	<p>exchanging a purchased item, for example, <i>Mi dispiace, ma non mi sta/non funziona bene, c'è un difetto ... Vorrei cambiarlo/a; È possibile? Ho/Non trovo lo scontrino;</i> (AC9LIT10C02_E7)</p>

Mediating meaning in and between languages		negotiating a price and understanding the appropriateness of this in different cultural contexts, for example, <i>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?</i> (AC9LIT10C02_E8)
		participating in classroom discussions about how meanings 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, <i>fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia</i> (AC9LIT10C02_E9)
		sharing family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity, for example, <i>Per la mia famiglia e' 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.</i> (AC9LIT10C02_E10)
	evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10C03)	listening to, viewing and reading authentic texts and answering critical literacy questions in Italian and English, for example, <i>Chi è l'autore? Di cosa tratta? Per chi è stato scritto? Qual è il tema? Qual è lo scopo?</i> (AC9LIT10C03_E1)
		extracting details and main ideas, making judgements about their relevance and discussing contrasting points of view, for example, <i>I fatti presentati sono ...; L'articolo è stato scritto dal punto di vista del genitore; Le due persone non sono d'accordo perché ...</i> (AC9LIT10C03_E2)
		exploring different sources to gather information about an issue, organising their findings using tools (tables, graphic organisers, charts, etc.), reporting it to others, and discussing whether the information from different sources is similar or different and offering reasons why, <i>Nella tabella si vede che ...; Secondo l'indagine ...; Secondo tre dottori ...; Tutti e tre articoli dicono che ...</i> (AC9LIT10C03_E3)
	summarising the message or argument of a text such as an advertisement, poster or 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>i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli</i> (AC9LIT10C03_E4)	
interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural	using dictionaries effectively and accessing reference materials such as word lists and grammar references, in print and online resources, to assist and refine their understanding of content (AC9LIT10C04_E1)	
	experimenting with different resources to assist in translation and find the correct meaning in context, for example, using monolingual and bilingual dictionaries, encyclopaedias, electronic dictionaries and translators, comparing individual translations, back-translating, and swapping useful references (AC9LIT10C04_E2)	

	understanding in familiar and unfamiliar contexts (AC9LIT10C04)	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, <i>ho scelto il blu perché è molto rilassante; ho scelto quel cantante perché è molto popolare in Italia in questo momento</i> (AC9LIT10C04_E3)
		conveying ideas drawn from different areas of learning (health and nutrition, design, biological science, etc.) to inform others, for example, <i>Venite! Ascoltate e provate ...! Usalo/a 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</i> (AC9LIT10C04_E4)
		interpreting the use of images, sounds, gestures and language choices to convey cultural concepts and ideals in Italian texts, for example, interpreting the didactic nature of Italian pop songs, the neorealism of Italian film, and social issues captured in graffiti (AC9LIT10C04_E5)
		listening to, reading or viewing traditional and contemporary texts (stories, fables, films, songs, etc.) to understand how moral values and characteristics are portrayed such as being respectful, caring, clever and honest (AC9LIT10C04_E6)
		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 <i>La vita è bella</i> , <i>Pane e tulipani</i> , <i>Pane e cioccolato</i> , or discussing the historical setting of the film <i>Caterina va in città</i> and the main character's attitude to life (AC9LIT10C04_E7)
		using Italian to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to an Italian exchange student or Pen Pal (AC9LIT10C04_E8)
		investigating the social context in which a text was created and how this influenced the ideas and expression of the text, for example, considering the author's background, prior or related events and figures of importance (AC9LIT10C04_E9)
	evaluate how intercultural contexts shape meaning in interactions and texts in Italian and their own language (AC9LIT10C05)	experimenting with literal translations of popular Italian expressions or idioms, for example, <i>In bocca al lupo! Crepi il lupo! Che barba!</i> and noticing when this creates confusion, recognising the nature and function of cultural elements of language and communication (AC9LIT10C05_E1)
	finding examples of words, expressions and behaviours used in Australian English that do not translate literally into Italian, for example, 'bush tucker', 'surf's up', and 'schoolies', and providing cultural explanations for Italian speakers (AC9LIT10C05_E2)	

		<p>reflecting on the nature of translation and meaning, with reference to different strategies such as decoding literal meaning (word for word), reading for meaning (sense for sense) and cultural reading (between the lines) (AC9LIT10C05_E3)</p> <p>evaluating use of verbal and non-verbal language to communicate cultural meaning, for example, interpreting gestures used by Italian speakers to signal meanings such as <i>Ma dai!</i>; <i>Che dici!</i> and comparing with gestures used in Australian English and other known languages (AC9LIT10C05_E4)</p> <p>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 (AC9LIT10C05_E5)</p> <p>sharing with peers, experiences of successful interactions with other Italian speakers, for example, telling peers about when gestures or communication styles were well received and clearly understood, and how they strengthened the relationship (AC9LIT10C05_E6)</p> <p>evaluating self-profiles or autobiographies in formats such as journal entries, articles, captioned photo stories, digital accounts or short films, including episodes related to the experience of learning Italian language and culture, and express how have had an impact on their understanding, attitudes or sense of identity (AC9LIT10C05_E7)</p> <p>reflecting on aspects of their own experiences of intercultural communication such as instances of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions (AC9LIT10C05_E8)</p> <p>analysing and discussing the emotional impact of text features such as the use of hyperbole and metaphors to express emotions and convey attitudes, for example, <i>Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divinia Commedia è lo specchio della società medievale italiana</i> (AC9LIT10C05_E9)</p>
<p>Creating text in Italian</p>	<p>create a range of texts for diverse contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10C06)</p>	<p>creating reflective texts, for example, creating a journal to present feelings about themes of personal or social relevance such as friendships, relationships and contemporary issues, <i>Non ci posso credere! Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza. Ho un sogno ... Mi piacerebbe ... Condivido le opinioni/le idee di ... perché ...</i> (AC9LIT10C06_E1)</p> <p>creating bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa, for example, creating a bilingual text about what some Australians do on the Anzac Day public holiday, <i>La mattina di Anzac Day mi alzo quando e' ancora buio e vado .... per ricordare ... con...</i> (AC9LIT10C06_E2)</p>

	<p>creating a procedural text for different audiences and purposes, for example, creating a procedural text to provide directions to find a restaurant, instructions for how to play a game, how to prepare a dish, and how to post something on social media, <i>Prima bisogna dare le carte: tre per ogni persona. Poi ....; Prima bisogna cliccare su .... e aprire ...</i> (AC9LIT10C06_E3)</p>
	<p>participating in classroom discussions about how meanings can be interpreted or misinterpreted by others, for example, and keeping a classroom journal with examples of language used in contexts within and outside the classroom as a basis for group discussion, <i>fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia</i> (AC9LIT10C06_E4)</p>
	<p>using models of media texts (television reports, video clips, social media, etc.) to create informative texts in spoken and written form to achieve different purposes (to persuade, entertain, inspire, etc.) 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, <i>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</i> (AC9LIT10C06_E5)</p>
<p>use a broad range of words, expressions and idioms to enhance the cultural authenticity of texts (AC9LIT10C07)</p>	<p>creating texts to entertain others with various settings, characters, events, ideas and emotions (AC9LIT10C07_E1)</p>
	<p>using features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example, <i>Chiamaci — ti aspettiamo</i> (advertising). <i>Batti un colpo</i> (AC9LIT10C07_E2)</p>
	<p>exploring the expressions and idioms used in contemporary texts such as poetry or song lyrics to explore and discuss the aspects of Italian society and culture, incorporating them appropriately to suit context, purpose and audience when creating texts (AC9LIT10C07_E3)</p>
	<p>creating texts about current social themes using expressions and idioms to enhance the message (AC9LIT10C07_E4)</p>

Understanding language and culture	Understanding systems of language	apply features and conventions of spoken Italian to extend fluency in responding to and creating spoken and written texts in known and unfamiliar contexts (AC9LIT10U01)	demonstrating control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud (AC9LIT10U01_E1)
			applying 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 and asking questions, expressing emotions, exclamations and commands (AC9LIT10U01_E2)
		apply grammatical knowledge to predict meaning and compose texts that contain some complex structures and ideas (AC9LIT10U02)	introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of <i>a</i> , <i>di</i> and <i>da</i> , for example, <i>Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!</i> (AC9LIT10U02_E1)
			using pronouns to refer to the person carrying out an action or to refer to somebody or something, for example, personal pronouns reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and the impersonal <i>si</i> , <i>ci/vi</i> , <i>ne</i> (AC9LIT10U02_E2)
			using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, <i>proprio</i> , <i>troppo</i> , <i>abbastanza</i> , <i>specialmente</i> , <i>soprattutto</i> , <i>spesso</i> , <i>quasi mai</i> , <i>nemmeno</i> , <i>neanche</i> (AC9LIT10U02_E3)
			describing events across different times, and choosing appropriate tenses, including present, present perfect, imperfect and future tenses, modelled conditional and formulaic subjunctive mood (AC9LIT10U02_E4)
			connecting or elaborating clauses by using conjunctions, including <i>siccome</i> , <i>invece</i> , <i>sebbene</i> , <i>nonostante</i> , <i>anche</i> , <i>dunque</i> , <i>quindi</i> , <i>cioè</i> (AC9LIT10U02_E5)
			using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, <i>Non avevo più soldi, quindi sono tornato a casa</i> (AC9LIT10U02_E6)
		use metalanguage to reflect on and evaluate Italian texts, and to compare use of language features in	using knowledge of text types in Italian to analyse different texts such as a narrative, letter, recipe, message or report (AC9LIT10U03_E1)
			comparing Italian and English versions of particular text types, noticing any differences (AC9LIT10U03_E2)
	using their knowledge of text types to create texts that respect the conventions (AC9LIT10U03_E3)		

	<p>Italian and English AC9LIT10U03)</p>	<p>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 (AC9LIT10U03_E4)</p> <hr/> <p>analysing differences in lexis and syntax between regional uses of Standard Italian and dialect (AC9LIT10U03_E5)</p> <hr/> <p>exploring texts associated with particular subgroups in Italian communities (children, youth, women, the elderly, rappers, police, athletes, etc.) to understand how groups develop their own language and how this can influence membership (AC9LIT10U03_E6)</p> <hr/> <p>analysing degrees of formality in correspondence and dialogue to discover features of language that affect formality such as the use of the subjunctive, <i>Qualunque cosa vuoi, non fare complimenti; Qualunque cosa Lei voglia, non faccia complimenti</i> (AC9LIT10U03_E7)</p> <hr/> <p>developing metalanguage to extend discussions of word order, tenses and verb moods using terms such as adverbs, pronouns, conditional and subjunctive, for example, forming questions using the correct terms, “How do we form the present perfect tense of a reflexive verb?”, “What is meant by the subjunctive and when is it used?” (AC9LIT10U03_E8)</p>
<p>Understanding the interrelationship of language and culture</p>	<p>evaluate how language choice in Italian reflects cultural values, perspectives and identity, and compare these with their own (AC9LIT10U04)</p>	<p>exchanging correspondence with peers, reviewing and adapting their own contribution when the meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, <i>Intendo dire che ... Sottolineo l'importanza di ...</i> (AC9LIT10U04_E1)</p> <hr/> <p>considering their own and others' responses and reactions in Italian–English intercultural exchanges, questioning assumptions and values (AC9LIT10U04_E2)</p> <hr/> <p>considering how their own cultural practices and values may be interpreted, including ways of showing respect, family taboos, involvement in religious, sport or community organisations (AC9LIT10U04_E3)</p> <hr/> <p>reflecting on and explaining practices that need to be considered when communicating across Italian- and English-speaking languages and cultures (AC9LIT10U04_E4)</p> <hr/> <p>considering how their own behaviour may be interpreted by Italians in Italy and in the diaspora (AC9LIT10U04_E5)</p> <hr/> <p>analysing correspondence with Italian peers to notice the questions that are asked about lifestyle and practices in Australia, and reflecting on their own questions and the assumptions these reveal (AC9LIT10U04_E6)</p>

sharing ideas about themselves (describing memberships and special talents, explaining family traditions, writing an autobiographical text, etc.), and reflecting on themselves as an communicators in Italian/English intercultural exchanges (AC9LIT10U04\_E7)

considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year (AC9LIT10U04\_E8)

expressing to others how Italian is part of their identity, and reflecting on when, how and why they use Italian (and other known languages) (AC9LIT10U04\_E9)

reflecting on how language and culture shape their identity, history and understanding (AC9LIT10U04\_E10)

examining the language of texts such as protest songs, posters and graffiti to identify ways in which language is used for social commentary (AC9LIT10U04\_E11)

analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Italian language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LIT10U04\_E12)

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* (AC9LIT10U04\_E13)

analysing Italian vocabulary related to art, music and cuisine and the impact that this vocabulary has had on other languages such as the use of the words *opera, chiaroscuro, allegro con brio, le lasagne Verdi* (AC9LIT10U04\_E14)

reflecting on their own experiences of the influence of language and culture, identifying experiences of inclusion and exclusion or the marking of respect, values and attitudes (AC9LIT10U04\_E15)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Italian-speaking people's identity (AC9LIT10U04\_E16)

## Years 7 and 8 (Year 7 entry)

### Band level description

By the end of Year 8, students use Italian to interact and collaborate in activities based on their personal world, classroom and beyond, they practise language structures and features, and develop understanding of the relationship between language and culture. They process and begin to interpret information and ideas in texts. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Italian and English language functions, structures and features. They use modelled and rehearsed language in familiar contexts to create texts using a range of high-frequency vocabulary and modelled language structures, features and conventions. They make linguistic choices that reflect cultural values and beliefs. Students interact with peers in Italian-speaking communities using local and digital resources. They identify connections between language and culture and compare these with their own.

### Achievement standard

By the end of Year 8, students use Italian to interact and collaborate with others, and to share information and plan activities in familiar contexts related to their daily life, school environment and personal world. They use active listening skills to respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They locate and respond to information from a range of texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Italian or English, and adjust language to suit context, purpose and audience and convey cultural meaning. They approximate Italian sound patterns, intonation and rhythms, and recognise relationships between spoken and written forms. They use familiar language, modelled sentence and grammatical structures, formulaic expressions and high-frequency vocabulary to create texts and demonstrate understanding of how some language reflects cultural practices.

Students understand that Italian has rules for non-verbal communication, pronunciation, grammar and writing. They give examples of similarities and differences between Italian and English. They demonstrate understanding of how language does not always translate directly. They use metalanguage to explain aspects of language, and make connections with terms that are used in English learning. They demonstrate how the Italian language is connected with culture and identity, and how this is reflected in their own language, culture and identity.

Strand / Sub- strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian	interact with others using modelled language to exchange information in familiar contexts about self and personal world (AC9LIT8EC01)	greeting others, introducing themselves, expressing state of health and wellbeing, appreciation and good wishes, and leave-taking, using appropriate familiar or formal language, for example, <i>Mi chiamo ... e tu? Come ti chiami? Ho 12 anni. Sono Simonetta. 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?</i> (AC9LIT8EC01_E1)
		describing themselves, family, friends and pets using subject+verb+adjective, including negative expressions, for example, <i>Non sono alto/a, Ho gli occhi castani, mio nonno e` simpatico, la mia amica del cuore e` ...; sono australiano/a di origine italiana/inglese; il mio gatto e' molto carino</i> (AC9LIT8EC01_E2)
		describing an object or event in their local environment using article+subject+verb+adjective, including negative expressions, for example, <i>e`/non e` grande/bello/di cotone/di seta; e` interessante/difficile/noisoso/divertente</i> (AC9LIT8EC01_E3)
		interviewing classmates about themselves, their family, pets, likes and dislikes, hobbies and leisure time activities <i>Hai una sorella/ un fratello? Hai un animale domestico?</i> (AC9LIT8EC01_E4)
		discussing their interests and leisure time activities and preferences, for example, <i>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'</i> (AC9LIT8EC01_E5)
	develop language to interact in classroom exchanges, routines, tasks and responsibilities (AC9LIT8EC02)	following classroom instructions to convey understanding, for example, <i>Siediti! Sedetevi! Seduti! In piedi! Aprite il quaderno! Silenzio! Alzate la mano! Adesso tocca a te!</i> (AC9LIT8EC02_E1)
		posing and responding to questions to elicit information, for example, <i>C'e 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</i> (AC9LIT8EC02_E2)
		asking for and giving an explanation, for example, <i>Perché? Come si scrive? Può/puoi ripetere? Come si dice ...? Come? Come si fa? Di chi è? È mio/è di Sara</i> (AC9LIT8EC02_E3)
requesting permission, for example, <i>Posso andare in bagno? Mi presti la matita?</i> (AC9LIT8EC02_E4)		
playing interactive games such as <i>Dammi il dado! Tocca a me! Tocca te! Bravo/a! Hai vinto! Ho cinque punti! Secondo me ... Penso di sì/penso di no ...</i> (AC9LIT8EC02_E5)		

	<p>engage in modelled exchanges with peers orally, gesturally, and in writing, to negotiate and organise activities relating to daily life and school environment (AC9LIT8EC03)</p>	<p>using formulaic, modelled expressions such as <i>bisogna essere rispettosi/ puntuali/ organizzati!</i> (AC9LIT8EC02_E6)</p> <p>exchanging details about events such as time, day, place, activity and participants, for example, <i>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 ... ..</i> (AC9LIT8EC03_E1)</p> <p>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, <i>Vuoi venire a ... Non voglio venire ..., Voglio/non voglio ... Posso/non posso venire, Cosa fai sabato? Vuoi venire da me? Forse sì/forse 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/ festa di compleanno/ invito/ pranzo di Natale/ la gita scolastica al ristorante italiano.</i> (AC9LIT8EC03_E2)</p> <p>organising and promoting a day of Italian food and culture at school allocating duties and responsibilities, for example, <i>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.</i> (AC9LIT8EC03_E3)</p> <p>participating in real and imagined transactions such as purchasing a ticket for an event or choosing a gift for someone, for example, <i>Quanto costa + definite article or demonstrative + noun? Cosa prendi? ... un caffè ... e tu?</i> (AC9LIT8EC03_E4)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mediating meaning in and between languages</p>	<p>locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience (AC9LIT8EC04)</p>	<p>identifying context, purpose and audience of modified authentic texts such as conversations, advertisements, weather reports, instructions, timetables, recipes and signs, for example, analysing travel, tourist brochures, regional gastronomical specialties, <i>fare la spesa online, consegna a domicilio, pizza da asporto</i> (AC9LIT8EC04_E1)</p> <p>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, for example, <i>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, il mio quartiere, la mia città, i miei viaggi. Le faccende, sport e i passatempo</i> (AC9LIT8EC04_E2)</p> <p>sequencing instructions or actions by using temporal markers such as <i>Prima ... poi ... dopo ... alla fine/ la mattina, il pomeriggio, la sera.</i> (AC9LIT8EC04_E3)</p> <p>locating specific information about a person, place, object or event in their local environment, describing characters <i>Chi? Com'è? Come fa?</i>, events <i>Cosa succede? Quando?</i>, settings <i>Dove?</i>, and key ideas <i>Perché?</i>, and establishing sequence, for example, <i>prima ... poi ... dopo</i> (AC9LIT8EC04_E4)</p>

	<p>identifying cultural aspects of daily life in Italy and comparing these with Australia, for example, <i>fare la passeggiata, fare bella figura</i>, eating habits, in Australia <i>le persone cenano presto, il centro commerciale e gli orari di apertura</i>, school life and routines (<i>mi alzo, mi vesto</i>), and presenting results in class in oral presentations or written descriptive texts (AC9LIT8EC04_E5)</p>
	<p>interviewing and/or surveying classmates about their daily routines (transport/mobile phone/internet use, text messaging habits, virtual and real relationships, television viewing or hours of sport played, etc) and presenting the data in various forms (graphs, summarising data, etc.), for example, <i>cinque persone non hanno un cellulare; tanti/pochi ... la maggior parte ...; il 15 per cento; due su venti, il cento per cento usa il cellulare...</i> (AC9LIT8EC04_E6)</p>
	<p>listening to, reading or viewing stories, songs and poems, noticing aspects of meaning and style such as the use of rhythm, rhyme, and key words, for example, noticing aspects of meaning and style in <i>Inno di Mameli</i> (the rhythm of the music conveys the purpose of song), <i>Ricicla Riusa</i> (Bla Bla) (the use of repetition reinforces the vocabulary: <i>La Mia Amica Del Cuore (Gazosa) – Dammi ...</i> (AC9LIT8EC04_E7)</p>
<p>develop and begin to apply strategies to interpret, translate and convey cultural meaning in Italian in familiar contexts (AC9LIT8EC05)</p>	<p>translating short texts, recognising when literal translation is or is not possible such as in idiomatic expressions, <i>In bocca al lupo!</i>, and discussing reasons for equivalence or non-equivalence (AC9LIT8EC05_E1)</p>
	<p>making and using glossary lists for different purposes and people such as children, international students and visitors, and learning how to use print and digital dictionaries (AC9LIT8EC05_E2)</p>
	<p>describing the local environment, lifestyle and events, considering what will require explanation, elaboration or illustration to be understood by an Italian audience, for example, explaining BBQ, suburb, distances (AC9LIT8EC05_E3)</p>
	<p>identifying Italian-English cognates such as <i>dizionario/dictionary, farmacia/pharmacy, intelligente/intelligent, mercato/market</i>, and using them to predict meaning (AC9LIT8EC05_E4)</p>
	<p>developing awareness of Italian-English ‘false friends’ and reflecting on how they assist or inhibit meaning, for example, <i>parenti</i> = relatives (not parents), <i>libreria</i> = bookstore (not library), <i>crudo</i> = uncooked (not crude), <i>bravo</i> = good (not brave) (AC9LIT8EC05_E5)</p>
	<p>creating texts with bilingual captions, for example, creating picture dictionaries and photo stories with captions in Italian and English (AC9LIT8EC05_E6)</p>
	<p>creating digital texts such as annotated maps or building plans to highlight aspects of culture such as school life, for example, <i>aula magna, bidello/a, mensa, andare a scuola in motorino</i> (AC9LIT8EC05_E7)</p>

	<p>using some Italian to describe aspects of Country/Place and culture of First Nations Australians for a brochure about a place or recounting a recent excursion or trip (AC9LIT8EC05_E8)</p>
	<p>creating captions and labels relating to the immediate environment, for example, producing bilingual school timetables and signage such as <i>la mensa, il campo sportivo, le scale</i>, and explaining how the translated labels do not necessarily capture differences in worldviews (AC9LIT8EC05_E9)</p>
<p>reflect on some similarities and differences in cultural interpretations between Italian and their own language use and behaviours (AC9LIT8EC06)</p>	<p>comparing and contrasting information on an issue from different sources and reporting about it to others using tools such as tables, graphic organisers, concept maps and charts, and summarising, for example, <i>Il 30% degli studenti italiani preferisce andare alla spiaggia con amici ma solo il 18% degli studenti australiani va alla spiaggia con amici</i> (AC9LIT8EC06_E1)</p>
	<p>comparing and discussing Italian itineraries, timetables, opening times, costs, for example, <i>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.</i> (AC9LIT8EC06_E2)</p>
	<p>discussing locations and directions such as places of interest, for example, <i>il supermercato è vicino alla scuola; La biblioteca è accanto alla mensa; La palestra è qui; Non c'è il bagno</i> (AC9LIT8EC06_E3)</p>
	<p>listening to and reading weather reports and connecting to appropriate clothing, <i>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 a ... al campeggio, al mare, a sciare</i> (AC9LIT8EC06_E4)</p>
	<p>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 which contributes to the overall meaning, for example, <i>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</i> (AC9LIT8EC06_E5)</p>
	<p>translating and interpreting short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, <i>Boh! Magari! Uffa! In bocca al lupo! Andare a trovare qualcuno</i> (AC9LIT8EC06_E6)</p>

Creating text in Italian	create a range of spoken and written texts for familiar contexts and purposes using appropriate conventions and linguistic features (AC9LIT8EC07)	producing and presenting texts such as cartoons, big/picture books, digital stories/books, plays for younger learners, for example, producing and presenting characters such as cartoon characters, Commedia dell'Arte characters (AC9LIT8EC07_E1)
		creating a pop-up picture book about self based on coursework <i>mi presento; la mia famiglia; la scuola e la mia giornata; l'animale domestico; i miei passatempi</i> (AC9LIT8EC07_E2)
		writing a short poem about il tuo animale domestico or creating a poster about an endangered animal such as <i>La tigre è un animale a rischio</i> (AC9LIT8EC07_E3)
		creating texts such as raps, poems, lyrics, fotoromanzi, blogs, social media pages, website homepage based on personal experiences and cultural events, for example, creating a song featuring body parts or titles such as <i>Pasqua in Australia, Natale al sole, la mia pagina facebook</i> (AC9LIT8EC07_E4)
		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 (AC9LIT8EC07_E5)
		creating and performing their own texts which reflect daily routines such as family life and school life, for example, a video about your daily routine using reflexive verbs, <i>Mi sveglio alle 7; Mi alzo alle 7,30; Questa è la mia famiglia, Questa è la mia scuola... devo lavare i piatti, posso uscire con gli amici, guardare le sitcom/le serie alla TV/YouTube/chattare/postare sui social</i> etc. (AC9LIT8EC07_E6)
		creating and performing their own texts which reflect Italian cultural behaviours such as a skit of different people greeting each other in a range of social settings or reflecting social conventions and attitudes such as skits of appropriate behaviours in context, for example, <i>Bisogna essere puntuali/organizzati/rispettos!</i> (AC9LIT8EC07_E7)
	develop understanding of and use words and formulaic expressions to create spoken and written texts that reflect cultural values and beliefs (AC9LIT8EC08)	discussing and understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, <i>Lo scontrino, Salute! Cin Cin! Buon appetito! Fare la passeggiata; Fare bella/brutta figura</i> and making comparisons with Australian culture analysing the meaning and use of proverbs and sayings such as <i>Non si fa!</i> and considering equivalents in English and other languages (AC9LIT8EC08_E1)
		discussing and comparing Italian mannerisms in greetings with mannerisms in other cultures in the classroom and exploring the idea of <i>Fare festa</i> , when you meet and welcome someone by means of voice, intonation to convey excitement, and understanding that there is a strong visual element to expressing one's feelings and emotions in Italian. (AC9LIT8EC08_E2)
		recognising and understanding the role of pause fillers and using them to assist the flow of conversation, for example, beginning to use <i>Insomma; Allora; Dunque; Vediamo ...</i> when appropriate (AC9LIT8EC08_E3)

			discussing global and cultural influences on the Italian language and noticing when and how hybrid forms are used such as the influence of English in advertising/technology ( <i>clicare, postare, chattare</i> ), numbers, mathematical symbols, sport ( <i>fare il footing</i> ), and single letters and acronyms (TVTB ( <i>ti voglio tanto bene</i> ), 6 ( <i>sei</i> ), x ( <i>per</i> )) to replace words in SMS messaging (AC9LIT8EC08_E4)
Understanding language and culture	Understanding systems of language	recognise and use features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate how these are represented in spoken and written forms (AC9LIT8EU01)	examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to their own work, for example, <i>famiglie, gnocchi, chiese, barche, chiavi, buono, cena, azione; sono and sonno, vale and valle; felicità, capacità, papa and pappa, casa and cassa, nono and nonno</i> (AC9LIT8EU01_E1)
			recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, <i>Vai a casa? Va' a casa! Oh! E? Ahimè!</i> (AC9LIT8EU01_E2)
			making connections between spoken and written forms, understanding the effect of grave and acute accents on pronunciation and meaning, for example, <i>papa/papà; città, perché, cioè</i> (AC9LIT8EU01_E3)
			checking pronunciation of words using sound files and text-to-speech software (AC9LIT8EU01_E4)

develop knowledge of, and use structures and features of, the Italian grammatical and writing systems (AC9LIT8EU02)

using a range of activities to learn and apply structures and features of the Italian language, for example;

- nouns to identify people and objects – singular and plural regular forms, gender, some exceptions; developing awareness of various 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 comparing them to their English equivalents
- definite and indefinite articles – singular and plural; use and omission
- adjectives to describe things (including agreement and exceptions), and possessive adjectives (my, your, his/her), for example, *il mio libro, mia sorella, il mio papà, il tuo compleanno, la sua penna*
- demonstratives, for example, *Questa è la classe d’Italiano; Quella è la mia penna.*
- interrogatives, for example, *Chi? Che? cosa? quale? come?*
- subject pronouns – *io, tu, lui, lei, noi, voi, loro*
- numerals – cardinal, ordinal, dates, time
- prepositions of time, manner and place, to describe where and when, for example, *alle 9, con mamma, a scuola, in bagno, su*
- articulated prepositions with *a, da, in, di, su* for example, *al telefono, alla televisione*
- common conjunctions – *e, ma, perché, così, però, siccome*
- commonly used adverbs to qualify verbs and adjectives
- verbs describing state (*essere*), possession (*avere*), for example, *Sto bene; Ho dodici anni; Non ho una penna*
- regular verbs describing actions in the present tense, for example, *parlare, cantare Parlo inglese a casa; Vedi il libro?; Dormi abbastanza? Pranziamo a scuola. Ceniamo insieme*
- Exposure to irregular verbs in formulaic expressions, for example, *Vado a mangiare; Vengo a scuola a piedi; Faccio i compiti*
- Exposure to reflexive verbs, for example, *Come ti chiami? mi alzo; mi diverto*
- sentence structure to construct simple sentences in Italian subject+verb+object; making statements, asking questions and giving/receiving instructions verb+object, for example, *Chiudi il libro!*
- negation to form negative statements and questions, for example, *Non mi piace il gelato; Mi piacciono gli spaghetti; Non to piace sciare?* (AC9LIT8EU02\_E1)

using appropriate punctuation, noting differences between Italian and English use of capital letters and using rules of capitalisation when creating their own texts, for example, omission of capitals with weekdays, months of the year and nationalities; different conventions with numbers: comma instead of full stops and colons, for example, *alle 9,15* (at 9.15am); *il 10,8% (10.8%)* (AC9LIT8EU02\_E2)

	use familiar metalanguage to discuss Italian language structures and features and compare with English (AC9LIT8EU03)	<p>talking about language features and word order using relevant metalanguage such as verbs/processes – doing/being/having/thinking verbs such as <i>gioco/sono/ho/penso/mi piace</i>, nouns, articles, adjectives, pronouns, conjunctions and clauses, and comparing grammatical features in Italian and English (AC9LIT8EU03_E1)</p> <p>discussing the concept of number and gender – singular, plural, masculine, feminine, for example, <i>Penna è femminile perché è singolare e ha la ‘a’ finale</i> (AC9LIT8EU03_E2)</p>
	<p>identify connections between Italian language and culture in shaping meaning and identity (AC9LIT8EU04)</p> <p>Understanding the interrelationship of language and culture</p>	<p>recognising that Standard Italian is used Italy and in diverse communities throughout the world and that many speakers of Italian may also speak a regional and/or local dialect (AC9LIT8EU04_E1)</p> <p>understanding differences between standardised language and dialects, and 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, <i>guaglione</i> (Neapolitan) or <i>toso</i> (Venetian) and <i>ragazzo</i> (Standard Italian) (AC9LIT8EU04_E2)</p> <p>connecting the history of Italian migration to Australia to the formation of communities of speakers of Italian in specific cities and suburbs and noticing the resulting regional variations of language such as ‘AustraloItalian’ and the impact of Australian English on the local Italian community, for example, <i>la fenza, il carro, la crema</i> (instead of <i>la panna</i>) which are not Italian words (AC9LIT8EU04_E3)</p> <p>discussing how loan words in both Italian and English have come from other from other languages such as Latin and Greek, for example, <i>agenda, census, via, metafora, stigma</i>(AC9LIT8EU04_E4)</p> <p>understanding the influence of other cultures on Italian, for example, the use of borrowed words such as <i>un tailleur, la roulotte, il wurstel, il krapfen, il weekend, il footing</i> and borrowing and adapting of technical terms, for example, <i>clickcare, il mouse, la password, chattare</i> (AC9LIT8EU04_E5)</p> <p>examining the presence of Italian such as <i>caffellatte</i> and <i>bomboniere</i> in the Australian linguistic landscape, for example, through signage, the culture of coffee, food, art and music, and in newspapers, television and radio, and considering the value of this influence (AC9LIT8EU04_E6)</p> <p>noticing patterns and understanding cultural expectations in language use based on gender, age, social status, and purpose of interaction, for example, discussing appropriate greetings for people of different ages and/or status, such as a neighbour or teacher comparing register in a range of texts and explaining the use of language such as polite and familiar forms, <i>Ciao/Buongiorno; Scusa/Scusi; Come stai?/Come sta?</i> (AC9LIT8EU04_E7)</p>

compare Italian culture, beliefs, attitudes and values with students' own (AC9LIT8EU05)

reflecting on their own and others' responses to intercultural experiences and interactions such as how people interact in Australia and in Italy (at school or while shopping, etc.), and comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, *Buongiorno. Mi dica ... /Desidera?* (AC9LIT8EU05\_E1)

interviewing or hearing from First Nations Australians about the importance of language and continuation of culture and its impact on identity, and reflecting on how language and culture also impacts Italian-speaking people's identity (AC9LIT8EU05\_E2)

comparing aspects of a variety of texts, focusing on the purpose, origins and values, for example, comparing school timetables and the similarities and differences between subjects, the number of lessons, and extra-curricular activities; noting the different texts used in wedding celebrations; and analysing the type of information that is prioritised in real estate advertisements and why (AC9LIT8EU05\_E3)

listening to and viewing interactions (in short video clips, etc.) between Italian speakers, noticing and explaining social norms such as levels of formality in opening and closing conversations (AC9LIT8EU05\_E4)

reflecting on their own identity through connecting observations made about experiences over time as a learner of Italian, for example, comparing and contrasting their own experiences through a series of journal entries/reflections (AC9LIT8EU05\_E5)

reflecting on how First Nations Australians' ways of communicating relationships, respect and connections to physical environments are similar to or different from those of Italian people, for example Uluru for the Anangu People and significant cultural and historical sites for Italian people (AC9LIT8EU05\_E6)

comparing and contrasting birthday, name day, Carnevale, Easter and Christmas practices in Italy, Australia and their own family (AC9LIT8EU05\_E7)

## Years 9 and 10 (Year 7 entry)

### Band level description

By the end of Year 10, students initiate and sustain interactions in Italian to share their own and others' experiences of the world in familiar and unfamiliar contexts, interpret information, ideas and perspectives, develop cultural authenticity in texts, and reflect on cultural experiences of Italian language learning and identity. They access a range of spoken, written and multimodal sources and choose appropriate strategies to evaluate and synthesise ideas and perspectives. They respond to texts, and demonstrate understanding of linguistic variation and cultural contexts, using their English literacy knowledge of metalanguage to support their analyses. They create a range of texts, adjusting language for different purposes and audiences. They demonstrate control of language structures and features in written and multimodal texts. They interact with Italian-speaking communities using local and digital resources to explore intercultural experiences. They develop understanding that there are diverse influences on ways of communication and cultural identity. They evaluate how these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Year 10, students initiate and sustain Italian to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on school and social activities and events. They use structures and features of spoken and written Italian to create and convey meaning to suit context, purpose and audience. They interpret and analyse information and ideas from a range of texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language features to suit context, purpose and audience, and to convey cultural meaning. They create a range of texts for diverse purposes, and demonstrate knowledge of how text structure, word choice, expressions and language features change for different audiences.

Students apply the sound system in spoken exchanges and select and use sentence and grammatical structures, and words and expressions to interact, create texts and convey cultural meaning. They manipulate language to suit the context and purpose and demonstrate understanding of how the style of a text can influence audience response. They use metalanguage to analyse meaning in texts. They reflect on their own language use and cultural identity and draw on their experience of learning Italian to discuss how this learning influences their ideas and ways of communicating.

Strand / Sub-strand	Content description <i>Students learn to:</i>	Elaboration <i>This may involve students:</i>
Communicating meaning in Italian  Interacting in Italian	initiate and sustain interactions in familiar and unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal worlds (AC9LIT10EC01)	<p>sharing experiences and describing events, for example, <i>Ogni anno ...; Ogni weekend ...; Per il mio compleanno voglio ....</i> (AC9LIT10EC01_E1)</p> <p>expressing hopes and ambitions, and giving reasons for plans, for example, <i>Penso di +infinitive; Mi piacerebbe +infinitive</i> (AC9LIT10EC01_E2)</p> <p>expressing opinions and agreement, for example, <i>preferisco...e tu?; E tu, cosa pensi? Sono d'accordo con te/lei...; Sei d'accordo? Non m'interessa</i> (AC9LIT10EC01_E3)</p> <p>expressing, contrasting and comparing views on particular expectations and issues such as the use of social media at school by writing blogs, emails and letters, for example, <i>sono d'accordo, non sono d'accordo; vorrei dare la mia opinione</i> (AC9LIT10EC01_E4)</p> <p>narrating past experiences and events of significance such as holidays, special events, travel, <i>L'anno scorso .... prima siamo andati... poi abbiamo fatto... dopo ... infine ...; mi sono divertito/a, faceva caldo, c'erano tante persone ...</i> (AC9LIT10EC01_E5)</p> <p>participating in reflective activities and evaluations of classroom experiences, for example, <i>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 ...</i> (AC9LIT10EC01_E6)</p> <p>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 <i>Ammiro ... Giovanni perché è venuto in Australia da solo quando aveva diciotto anni</i> (AC9LIT10EC01_E7)</p>
	use Italian language in exchanges to question, offer opinions and compare and discuss ideas (AC9LIT10EC02)	<p>participating in negotiations, in conversation and correspondence such as discussing possibilities regarding travel to Italy or the purchase of fashion items, musical equipment or a mobile phone, for example <i>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?</i> (AC9LIT10EC02_E1)</p> <p>corresponding to express a complaint, formally and informally, about a poor-quality service and suggesting a way to improve, <i>Ti apetto 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 ...</i> (AC9LIT10EC02_E2)</p>

Mediating meaning in and between		applying for a part-time job and participating in a mock interview ( <i>il colloquio</i> ), for example, <i>il posto fisso, fare domanda di lavoro: vorrei fare domanda per il lavoro di cassiera/ e, commessa/o presso ...</i> (AC9LIT10EC02_E3)
		requesting a service such as changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation (AC9LIT10EC02_E4)
		analysing and using tone, gesture and body language to interpret/support meaning making, for example, viewing gestures in action and writing a bilingual script for a video (AC9LIT10EC02_E5)
	discuss, plan and reflect on activities, events and experiences with peers orally and in writing (AC9LIT10EC03)	participating in planning and decision making with others, for example, arranging an event, class debate, performance, excursion, guest speaker, and organising a petition or a letter to the principal/local council, <i>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 ...</i> (AC9LIT10EC03_E1)
		inviting and responding to invitations, for example, <i>Puoi venire a ...? No, devo studiare / Non ora. Oggi ... A presto. Divertiti!</i> (AC9LIT10EC03_E2)
		using communication strategies such as questioning further or asking for repetition or clarification, for example, <i>Scusi, non ho capito; puoi/potresti ripetere? Puoi aiutarmi a +infinitive?</i> (AC9LIT10EC03_E3)
		negotiating options, for example, <i>Forse potremmo cominciare alle 7. Potrebbe essere utile andare tutti insieme.</i> (AC9LIT10EC03_E4)
		reflecting on outcomes, for example, <i>E' andato tutto bene; E' stato un gran successo; Ci siamo riusciti!; Ce l'abbiamo fatta! La prossima volta forse ...</i> (AC9LIT10EC03_E5)
	interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience (AC9LIT10EC04)	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, reading or viewing a series of advertisements and then creating their own advertisement to attract Italian tourists to an Australian city/town/area (AC9LIT10EC04_E1)
		conducting online surveys to report on attitudes about topics such as water usage, consumer choice, technology use, music or celebrities and reporting on findings (AC9LIT10EC04_E2)
	locating data within a text, for example, locating data about career aspirations for Italian youth and organise the data in a graph, <i>il 15% degli intervistati vorrebbe diventare ingegnere informatico/ programmatore/ attore/ cantante</i> (AC9LIT10EC04_E3)	

<p>apply strategies to interpret and translate spoken, written and non-verbal interactions and texts to convey intercultural understanding in familiar and unfamiliar contexts (AC9LIT10EC05)</p>	<p>exploring, expanding and consolidating word usage using online applications relating to idioms, proverbs, sayings and set phrases (AC9LIT10EC05_E1)</p>
	<p>comparing different translations of the same message in Italian and English, for example, <i>Devo scappare/andare/correre</i> can be translated as “I must/have to run/go” or “I got to run/go” (AC9LIT10EC05_E2)</p>
	<p>translating texts (public signs, etc.) and explaining choices in different renderings such as <i>Non calpestare l'erba</i> (Keep off the grass, Don't walk on the lawn, Don't trample the grass) (AC9LIT10EC05_E3)</p>
	<p>comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge (AC9LIT10EC05_E4)</p>
	<p>translating and discussing idiomatic expressions in both Italian and English, for example, <i>Non vedo l'ora!</i> (I can't wait!), <i>Era ora!</i> (Finally! It was about time!), <i>Lasciami stare!</i> (Leave me alone!), <i>Ma dai!</i> (Come on!), <i>Tocca ferro</i> (Touch wood) (AC9LIT10EC05_E5)</p>
	<p>analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender such as the context of use for phrases such as <i>non mi va as</i> compared to <i>non mi piace</i> (AC9LIT10EC05_E6)</p>
	<p>analysing differences in communicative style between formal and informal interactions, for example, <i>Come va?</i> <i>Come stai?</i> (AC9LIT10EC05_E7)</p>
	<p>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, <i>Non sono stato/a promosso/a; Sono stato/a bocciato/a</i> (AC9LIT10EC05_E8)</p>
	<p>Using Italian to translate information of Country/Place and culture of First Nations Australians for an Australian travel guide, advertisement, or to a Italian exchange student or Pen Pal (AC9LIT10EC05_E9)</p>
	<p>analysing and discussing language choices by asking questions, “Who uses this expression and where?”, “Why is it meaningful?”, “Why is it used?” (AC9LIT10EC05_E10)</p>
<p>reflect on how intercultural contexts shape meaning in interactions and texts in Italian and their own</p>	<p>deducing meaning, evaluating and synthesising information and identifying cultural references in texts that show different representations of Italian culture (AC9LIT10EC06_E1)</p>
	<p>researching, recording and synthesising information from texts, such as television programs, reports, interviews, video clips, documentaries, graffiti and social networks, tables, concept maps, webbing and charts, etc. to organise and order information and inform others of findings (AC9LIT10EC06_E2)</p>

Creating text in Italian	language (AC9LIT10EC06)	reflecting on information about the movement of people globally, including to and from Italy, for example, comparing stories of migration or the phenomenon of asylum seekers in Italy and in Australia from the past to the present (AC9LIT10EC06_E3)
	create texts for familiar and unfamiliar contexts and purposes, selecting text structures and language features to engage different audiences (AC9LIT10EC07)	reporting on current events and topics related to personal worlds, through reports, summaries, biographies or journal entries, for example, presenting a profile of a favourite artist or a famous person; or reporting the findings of a survey, such as languages spoken at home in Australia, for example, <i>Il documentario ... presenta la storia di ...</i> , <i>L'articolo parla di ...</i> , <i>rappresenta il punto di vista di ...</i> , <i>Lo scrittore pensa ...</i> ; <i>La maggior parte di/la minor parte di/il 20 per cento delle persone +verb ...</i> ; <i>Entrambi, tutti/pochi studiano ogni sera</i> ; <i>A differenza di, però</i> ; <i>Il dépliant australiano sottolinea di più ...</i> (AC9LIT10EC07_E1)
		connecting and presenting information showing varying perspectives, such as child/adult, Australian/Italian, insider/outsider or rural/urban, using present, past and future tenses as appropriate, for example, <i>L'importanza degli spazi pubblici per la vita sociale</i> ; <i>La piazza il cuore della città/ il centro commerciale</i> ; <i>la passeggiata e la domenica italiana</i> ; <i>slowfood vs fastfood</i> ; <i>la cura dell'ambiente e il riciclaggio</i> ; <i>il senso civico</i> ; <i>i mammoni</i> ; <i>Made in italy- Made in Australia, milestone birthdays 18/21</i> . (AC9LIT10EC07_E2)
		conveying information and justifying personal opinions with evidence from the text, for example, <i>Mi è piaciuto molto l'articolo perché ...</i> (AC9LIT10EC07_E3)
		creating a poster, blog or advertisement to promote awareness of a particular issue, event or behaviour, such as recycling, conservation, sustainability, healthy food choices, sport and fitness options (AC9LIT10EC07_E4)
	creating a personal profile or biography to share with classmates, including memories from childhood, future aspirations and plans and reflections about learning Italian (AC9LIT10EC07_E5)	
	use a range of words, expressions and idioms to develop cultural authenticity of texts (AC9LIT10EC08)	using print and digital dictionaries, selecting appropriate meaning from alternatives provided and comparing translations with peers, explaining cultural references and expressions such as <i>fuori</i> (literally 'outside'; 'out of your mind') or <i>su di giri</i> (literally 'revved up'; 'excitable, elated') and any aspects 'lost in translation' (AC9LIT10EC08_E1)
recognising and using some common interjections, for example, <i>oh!</i> , <i>e?</i> , <i>cioè</i> , <i>ahimè</i> , <i>ohimè</i> , <i>uffa!</i> (AC9LIT10EC08_E2)		
	creating a video or a roleplay to demonstrate the use of idiomatic expressions in context such as chatting with a friend - <i>in gamba! Figurati! Permesso...</i> ; a teacher leading an excursion - <i>Non farni fare brutta figura! Gambe in spalla!</i> ; explaining what is wrong with you - <i>Ho sete, ho una fame da lupi</i> (AC9LIT10EC08_E3)	

Understanding Language and culture	Understanding systems of language	<p>creating a personal glossary of idiomatic expressions that students would use in English and their Italian equivalents and using these expressions appropriately when creating texts (AC9LIT10EC08_E4)</p>
		<p>apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in different spoken and written contexts (AC9LIT10EU01)</p> <p>recognising the differences in pronunciation and stress of words with similar spelling, for example, <i>sùbito, subito</i> (AC9LIT10EU01_E1)</p> <p>comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option in word-processing programs (AC9LIT10EU01_E2)</p> <p>recognising common cognate words in speech, for example, <i>organizzazione, programmare, arrivare</i> (AC9LIT10EU01_E3)</p> <p>identifying and interpreting sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understanding how they can be used to express emotion and convey attitudes (AC9LIT10EU01_E4)</p> <p>recognising the difference between anglicised and Italian pronunciation in words such as hamburger, bruschetta, spaghetti, caffelatte (AC9LIT10EU01_E5)</p>
		<p>select and use structures and features of the Italian grammatical and writing systems to enhance meaning (AC9LIT10EU02)</p> <p>using a range of activities to learn and apply structures and features of the Italian language, for example;</p> <ul style="list-style-type: none"> <li>-articles – rules for inclusion or omission, for example, <i>mio padre and il mio papà; Buongiorno signora ... È la signora ...</i></li> <li>-nouns – irregular plurals such as <i>la città/le città, il dito/le dita, and collective nouns, for example, la gente</i></li> <li>-pronouns – possessive, reflexive, demonstrative and relative</li> <li>-comparatives and superlatives (regular and irregular) to make descriptions more precise, for example, <i>Il film è più bello del romanzo; è bellissimo</i></li> <li>-adverbs of time and manner, for example, <i>ieri, di solito</i></li> <li>-prepositions (articulated or simple) to indicate destinations and directions, for example, <i>in Italia, a Roma, al parco</i></li> <li>-interrogatives, for example, <i>Chi ...? Quando ...? Come...?</i></li> <li>-verbs indicating action in the present (including irregular verbs and reflexives) and action across time: present perfect; imperfect; exposure to the future and conditional tenses and impersonal <i>si</i>; use of modals to indicate ability/willingness/necessity</li> <li>- idiomatic expressions with <i>fare</i> and <i>avere</i> such as <i>ho fame, ho 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/a nell' acqua, avevo paura de buio</i></li> <li>-compound sentences, for example, <i>Mi piace la pizza ma preferisco le lasagne, and complex sentences, for example, La città che ho visitato era bellissima</i> (AC9LIT10EU02_E1)</li> </ul>

Understanding the interrelationship of language and culture		understanding the elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas such as <i>perché, quindi, siccome, dato che</i> (AC9LIT10EU02_E2)
	use metalanguage to reflect on and evaluate Italian texts, and to compare language structures and features in Italian and English (AC9LIT10EU03)	developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication such as being able to discuss polite forms of pronouns and verbs in order to use appropriate forms with others, for example, <i>La ringrazio, arriveredLa</i> (AC9LIT10EU03_E1)
		developing a metalanguage for discussing grammatical structures such as relative clauses, relative pronouns and demonstrative adjectives, in order to be able to choose between <i>che</i> and <i>quell</i> (AC9LIT10EU03_E2)
		comparing procedural, recount and persuasive texts (recipes, advertisements and weather reports, etc.) in Italian and English and describing their similarities and differences (AC9LIT10EU03_E3)
		developing awareness of the Latin origins of the Italian language and other Indo-European languages, how Italian has developed as a language, and the use of dialects (AC9LIT10EU03_E4)
	analyse and explain connections between Italian language and culture in shaping meaning, values and identity (AC9LIT10EU04)	discussing the use of dialects within the context of Italian-speaking communities, considering the use of dialect and/or Standard Italian, and reflecting on how these shape regional identity and group belonging (AC9LIT10EU04_E1)
		noting changes over time in levels of formality in Italian, particularly in spoken Italian such as forms of address, for example, noting the use of <i>tu/Lei</i> compared with <i>voi/Loro</i> , in older texts in regional dialects. (AC9LIT10EU04_E2)
		noticing differences between Italian and English ways of communicating which involve cultural dimensions such as when corresponding with an Italian peer and analysing the other student's references to aspects of culture, for example, <i>sono stato rimandato a settembre, sono stata promossa, ho la media del 7; ho fatto buca/forca; abbiamo occupato la scuola; abbiamo fatto sciopero; mangiare alla mensa; il rientro</i> ; or the language choices in the context of respect/politeness, for example, <i>Mi scusi vs scusa, S'accomodi</i> (AC9LIT10EU04_E3)
analysing, interpreting and understanding how sounds, images, body language and language choices carry Italian values, by considering "Who uses this expression and where?", "Why is it meaningful?", "Why is it used?" in different settings (AC9LIT10EU04_E4)		
analysing examples of borrowed Italian words used in the Australian context, for example, compiling a record of language observed in the community - <i>cappuccino, pizzeria, mozzarella</i> ; musical terms - <i>piano, forte, andante, allegro</i> ; artistic terms - <i>chiaroscuro, tempera</i> (AC9LIT10EU04_E5)		

	<p>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 <i>la bella figura</i> or the connotations of the concept of <i>mammone</i> (AC9LIT10EU04_E6)</p>
	<p>understanding how language and culture convey values such as respect, for example, <i>Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece ... A differenza di ...</i> (AC9LIT10EU04_E7)</p>
<p>reflect on Italian culture, beliefs, attitudes and values, identifying differences between these and students' own (AC9LIT10EU05)</p>	<p>reflecting on being a communicator and user of Italian in a variety of social situations, for example, the way it reflects values and beliefs such as in a retail setting it is considered rude not to greet the assistant; when entering a residence it is considered it is polite to say, <i>Permesso</i> and handshaking between men rather than kissing on each cheek between women (AC9LIT10EU05_E1)</p>
	<p>reinterpreting their own experiences of using and learning Italian in different contexts, including listening to/reading others' perspectives, comparing and connecting these to their own experiences, forming an opinion and articulating their own reactions to another person's responses, and recognising comfort/discomfort in the use of language in interactions with others, for example, <i>Sono d'accordo. Mi sento a disagio</i> (AC9LIT10EU05_E2)</p>
	<p>developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication, for example, using language to convey perspectives, views and commonality, "What are culture, values, beliefs, and practices?" (AC9LIT10EU05_E3)</p>
	<p>evaluating their own and others' assumptions and generalisations about values, beliefs, cultural norms and practices of Italian-speaking communities and how they influence intercultural exchange (AC9LIT10EU05_E4)</p>
	<p>discussing how people's identities, values and beliefs (including their own) are maintained and/or change over time based on their experiences, and reflecting on how their identity, values and beliefs may have changed as a result of their experiences of using and learning Italian (AC9LIT10EU05_E5)</p>
	<p>considering how their own and others' identity may shift according to place and time; discussing cultural notions of 'self' as public or private, for example, <i>con la mia famiglia sono ..., mentre online cerco di essere ... ; Quando ero piccolo ero abbastanza ... ma adesso che sono più grande ...</i>, and noticing the adjustments made when interacting with different people (AC9LIT10EU05_E6)</p>
	<p>comparing and contrasting Italian and Australian experiences such as a concert or celebration, or teenage use of technologies, such as mobile phones, social networking, etc. (AC9LIT10EU05_E7)</p>

reflecting on texts such as diaries, articles and documentaries about the lives of Italians in the diaspora; making comparisons with learners and speakers of Italian, through interviews, social media, wikis and video, etc., for example, reflecting on the different experiences of post-war and millennial migration and the values, practices and beliefs they brought/bring with them; reflecting on regional differences and experiences (AC9LIT10EU05\_E8)

interviewing or hearing from First Nations Australians about the importance of spirituality, beliefs, kinship structures and cultural obligations and their impact on identity and analysing the extent to which these also impact Italian-speaking people's identity (AC9LIT10EU05\_E9)

analysing and evaluating how identity is expressed across First Nations Australian languages and cultures and Italian language and culture, such as, the idea of 'belonging' and the importance of cultural group or family membership (AC9LIT10EU05\_E10)

reflecting on and learning to navigate aspects of Italian language and culture such as taboo topics, personal space, and perceptions of image such as what is considered 'acceptable', for example, *È permesso parlare di politica/religione? Con chi? Perché no? Si fa? Non si fa.* (AC9LIT10EU05\_E11)