



SAMPLE COURSE OUTLINE

ITALIAN: SECOND LANGUAGE
GENERAL YEAR 11

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

Sample course outline

Italian: Second Language – General Year 11

Unit 1 and Unit 2

Semester 1 – *Questo mio mondo* (Here and now)

Week	Learning contexts and topics	Key teaching points
1–6	<p>Introduction The individual: Presentiamoci! (Let's introduce ourselves!)</p> <ul style="list-style-type: none"> • me • at home • at school • my social life: sport, pastimes, shopping, going out and celebrations. <p>Assessment task 1: Response: Listening (Week 4)</p> <p>Assessment task 2: Written communication (Week 5)</p> <p>Assessment task 3: Oral communication (Week 6)</p>	<p>Text types and textual conventions: article, blog posting, description, email, role-play.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>Presentiamoci!</i> • Grammar <ul style="list-style-type: none"> ▪ adjectives – regular and common irregular; position and agreement; possessive ▪ articles – definite ▪ negative – <i>non</i> ▪ nouns – regular and common irregular ▪ prepositions – <i>in, a, di</i> ▪ pronouns – subject ▪ verbs – infinitive; present tense – regular and common irregular; <i>piacere</i> – <i>mi</i> and <i>ti</i>. • Sound and writing systems, introduction to: <ul style="list-style-type: none"> ▪ vowels and consonants, including: rolled 'r'; 'c' or 'g' followed by 'i' or 'e'; 'ch' and 'gh' followed by 'i' or 'e'; gli/gle ▪ vowel elision ▪ stress and accent marks. <p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • protocols for introducing self and others • familiar and polite forms of address • influence of other languages. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • identifying gender of nouns • recognising patterns in words • making connections with English • recognising cognates • identifying key words • recognising common 'false friends' • asking for clarification • manipulating and personalising formulaic language • using a bilingual dictionary – Italian alphabet, recognising gender of nouns.

Week	Learning contexts and topics	Key teaching points
7–11	<p>The Italian-speaking communities: <i>La vita quotidiana dei giovani in Italia</i> (Daily life of young people in Italy)</p> <ul style="list-style-type: none"> • young people in Italy • daily routine • school • popular activities. <p>Assessment task 4: Response: Viewing and reading (Week 8)</p>	<p>Text types and textual conventions: article, blog posting, conversation, email, script.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>La vita quotidiana dei giovani in Italia</i> • Grammar <ul style="list-style-type: none"> ▪ adjectives – regular and common irregular; position and agreement; possessive cont. ▪ articles – indefinite ▪ nouns – regular and common irregular cont. ▪ numerical expressions – date; time ▪ pronouns – reflexive ▪ verbs – present tense – regular (including <i>isc</i>), common irregular; common reflexive • Sound and writing systems – consolidation of: <ul style="list-style-type: none"> ▪ vowels and consonants, including: rolled ‘r’; ‘c’ or ‘g’ followed by ‘i’ or ‘e’; ‘ch’ and ‘gh’ followed by ‘i’ or ‘e’; gli/gle ▪ vowel elision ▪ stress and accent marks. <p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • common behaviours/practices related to interpersonal relationships • typical everyday activities and common social rituals engaged in by young people • school hours and types of schools. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • identifying parts of a sentence e.g. noun, verb • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information • experimenting with formulaic language to create new meaning • identifying key words and main points in texts • using a bilingual dictionary – identifying verbs, adjectives and common abbreviations.

Week	Learning contexts and topics	Key teaching points
12–16	<p>The changing world: <i>La tecnologia nella vita quotidiana</i> (Technology in daily life)</p> <ul style="list-style-type: none"> • technology at home • technology at school • technology for socialising. <p>Assessment task 5: Written communication (Week 14)</p> <p>Assessment task 6: Oral communication (Week 15)</p>	<p>Text types and textual conventions: advertisement, article, chart, interview, table.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>La tecnologia nella vita quotidiana</i> • Grammar <ul style="list-style-type: none"> ▪ verbs – present tense – common irregular (<i>avere, essere, fare, andare</i>) • Sound and writing systems – consolidation. <p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • technology in daily lives • place of technology in socialising/communicating. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • recognising parts of verb conjugations • making connections with first language • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information • experimenting with formulaic language to create new meaning • identifying key words and main points in texts.

Semester 2 – *Cose da fare, luoghi da visitare!* (Things to do, places to go!)

Week	Learning contexts and topics	Key teaching points
1–7	<p>Introduction The individual: <i>Il mio quartiere</i> (My neighbourhood)</p> <ul style="list-style-type: none"> • my local neighbourhood • weekend places • holiday places. <p>Assessment task 7: Response: Listening (Week 5)</p> <p>Assessment task 8: Response: Viewing and reading (Week 6)</p> <p>Assessment task 9: Written communication (Week 7)</p>	<p>Text types and textual conventions: blog posting, email, journal entry, message.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>Il mio quartiere</i>. • Grammar <ul style="list-style-type: none"> ▪ adjectives – superlative using – <i>issimo, molto</i> ▪ interrogatives – <i>chi?, che cosa?, dove?, quando?, perché?</i> ▪ prepositions – articulated – with places ▪ verbs – present tense – irregular, including <i>dare, stare, dire, venire</i>; present perfect (past tense) – singular forms • Sound and writing systems <ul style="list-style-type: none"> ▪ vowels and consonants, including: double consonants; ‘s’, ‘ss’, ‘z’, ‘zz’; ‘gn’; ‘sc’, ‘sch’ and ‘gh’ followed by ‘i’ or ‘e’ ▪ syllabification and stress. <p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • the Italian neighbourhood • places in the neighbourhood to catch up with friends – Australia and Italy • urban and rural living. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • identifying parts of a sentence e.g. noun, verb • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information • identifying key words and main points in texts • experimenting with formulaic language to create new meaning • thinking critically and analytically • using a bilingual dictionary – differentiate between nouns and verbs, cross-checking meaning.
8–11	<p>The Italian-speaking communities:</p> <p><i>Lavoro e divertimento in Italia</i> (At work and at leisure in Italy)</p> <ul style="list-style-type: none"> • young people balancing: <ul style="list-style-type: none"> ▪ school, ▪ work and ▪ leisure time. <p>Assessment task 10: Response: Listening (Week 10)</p>	<p>Text types and textual conventions: article, chart, conversation, review.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>Lavoro e divertimento in Italia</i>. • Grammar <ul style="list-style-type: none"> ▪ adverbs – quantity – <i>molto, poco, troppo</i>; time – <i>spesso, qualche volta, ieri, prima, dopo</i> ▪ conjunctions – <i>e, con, ma</i> ▪ verbs – modal – <i>dovere, potere, volere</i>; present perfect (past tense) – singular forms (cont.) • Sound and writing systems – consolidation.

Week	Learning contexts and topics	Key teaching points
		<p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • attitudes to school, part-time jobs • trends in leisure activities for young people • issues in the lives of young people related to school, work and/or leisure • influence of other languages or cultures on work and leisure. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • locating key words, transcribing unfamiliar vocabulary • asking for clarification • structuring information and expressing ideas • manipulating language • using a bilingual dictionary – recognising ‘head words’ in the dictionary; restricting use of dictionary.
12–16	<p>The changing world: <i>La tecnologia e il tempo libero</i> (Technology and leisure)</p> <ul style="list-style-type: none"> • technology as entertainment. <p>Assessment task 11: Response: Viewing and reading (Week 12)</p> <p>Assessment task 12: Oral communication (Week 14)</p>	<p>Text types and textual conventions: advertisement, conversation, letter, map.</p> <p>Linguistic resources</p> <ul style="list-style-type: none"> • Vocabulary, phrases and expressions associated with <i>La tecnologia e il tempo libero</i>. • Grammar <ul style="list-style-type: none"> ▪ negative expressions – <i>non...mai, non...più</i> ▪ verbs – <i>piacere – gli and le</i> • Sound and writing systems – consolidation. <p>Intercultural understandings Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> • language related to technology • popular technology for young people • positive and negative aspects of technology. <p>Language learning and communication strategies</p> <ul style="list-style-type: none"> • avoiding repetition when writing • rote learning vocabulary and set phrases • identifying key words, transcribing unfamiliar vocabulary • using a bilingual dictionary – using online dictionaries; limitations of bilingual dictionaries.