



## SAMPLE COURSE OUTLINE

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ITALIAN: SECOND LANGUAGE  
GENERAL YEAR 12

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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 12

Semester 1 – Unit 3 – *Vivere sani* (A healthy life)

| Week | Context and topic  | Key teaching points   |
|------|--|---|
| 1–6  | <p>The individual:<br/> <b><i>Una vita in forma!</i></b><br/>           (A healthy lifestyle)</p> <ul style="list-style-type: none"> <li>• maintaining a well-balanced lifestyle:               <ul style="list-style-type: none"> <li>▪ diet</li> <li>▪ exercise</li> <li>▪ healthy relationships</li> </ul> </li> </ul> <p><b>Task 1: Written communication (Week 5)</b></p> <p><b>Task 2: Oral communication (Week 6)</b></p> | <p><b>Text types and textual conventions</b><br/>           Article, conversation, email, interview, role-play</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Una vita in forma!</i></li> <li>• Grammar               <ul style="list-style-type: none"> <li>▪ adjectives – demonstrative</li> <li>▪ adverbs – ending in <i>-mente</i></li> <li>▪ verbs – present perfect (past) tense (cont.)</li> </ul> </li> <li>• Sound and writing systems               <ul style="list-style-type: none"> <li>▪ continued consolidation of understanding of phonology and orthography: phonological rules, such as elision and contractions, employed to make words easier to pronounce and language flow</li> <li>▪ how English words that are used in Italian are treated in regard to grammar rules</li> <li>▪ how to interpret phonetic symbols in dictionaries to pronounce new words</li> </ul> </li> </ul> <p><b>Intercultural understandings</b><br/>           Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• diverse diets</li> <li>• varying forms of exercise/sports</li> <li>• influence of other lifestyles and foods</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• asking for clarification</li> <li>• manipulating and personalising formulaic language</li> <li>• using a bilingual dictionary – Italian alphabet, recognising gender of nouns</li> </ul> |

| Week  | Context and topic   | Key teaching points   |
|-------|---|---|
| 7–11  | <p>The changing world:<br/><b><i>Un ritorno allo slow food</i></b><br/>(A return to slow food)</p> <ul style="list-style-type: none"> <li>• global influence of Italian: <ul style="list-style-type: none"> <li>▪ diet</li> <li>▪ lifestyle</li> </ul> </li> </ul> <p><b>Task 3: Response: Viewing and reading (Week 9)</b></p>   | <p><b>Text types and textual conventions</b><br/>Article, diary entry, film or TV program (excerpts), map, review</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Un ritorno allo slow food</i></li> <li>• Grammar <ul style="list-style-type: none"> <li>▪ prepositions – articulated</li> <li>▪ pronouns – demonstrative</li> </ul> </li> <li>• Sound and writing systems – consolidation</li> </ul> <p><b>Intercultural understandings</b><br/>Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• cultural relevance of the Slow Food<sup>®</sup> movement</li> <li>• impact of fast food</li> <li>• Italian food around the world</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information</li> <li>• experimenting with formulaic language to create new meaning</li> <li>• identifying key words and main points in texts</li> <li>• using a bilingual dictionary – identifying verbs, adjectives and common abbreviations</li> </ul> |
| 12–16 | <p>The Italian-speaking communities:<br/><b><i>Cosa fanno gli italiani per stare bene</i></b><br/>(How Italian-speakers stay healthy)</p> <ul style="list-style-type: none"> <li>• maintaining a well-balanced lifestyle: <ul style="list-style-type: none"> <li>▪ diet</li> <li>▪ exercise</li> <li>▪ socialising</li> </ul> </li> </ul> <p><b>Task 4: Externally set task (Week 13)</b></p> <p><b>Task 5: Response: Listening (Week 15)</b></p> | <p><b>Text types and textual conventions</b><br/>Advertisement, article, chart, interview, table</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Cosa fanno gli italiani per stare bene</i></li> <li>• Grammar <ul style="list-style-type: none"> <li>▪ verbs – <i>avere</i> and <i>fare</i> expressions; future tense</li> </ul> </li> <li>• Sound and writing systems – consolidation</li> </ul> <p><b>Intercultural understandings</b><br/>Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• stereotypes related to Italians and foods</li> <li>• typical everyday foods enjoyed by young people/families</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• making connections with first language</li> <li>• listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information</li> <li>• experimenting with formulaic language to create new meaning</li> <li>• identifying key words and main points in texts</li> </ul>  |

Semester 2 – Unit 4 – *Italia ci aspetta!* (Italy awaits!)

| Week | Context and topic  | Key teaching points  |
|------|--|--|
| 1–7  | <p>The individual:<br/><b><i>Destinazione Italia</i></b><br/>(Destination Italy)</p> <ul style="list-style-type: none"> <li>• travelling in an Italian region (the <i>Veneto</i>) <ul style="list-style-type: none"> <li>▪ popular tourist attractions</li> <li>▪ cultural experiences</li> </ul> </li> <li>• planning a trip to Italy <ul style="list-style-type: none"> <li>▪ accommodation</li> <li>▪ transport</li> </ul> </li> </ul> <p><b>Assessment Task 6:</b><br/><b>Oral communication (Week 5)</b></p> <p><b>Assessment Task 7:</b><br/><b>Written communication (Week 7)</b></p> | <p><b>Text types and textual conventions</b><br/>Blog posting, email, itinerary, journal entry, map</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Destinazione Italia</i></li> <li>• Grammar <ul style="list-style-type: none"> <li>▪ adjectives – relative superlative</li> <li>▪ articles – partitive</li> <li>▪ prepositions – location, verb + preposition, preposition + infinitive verb, <i>da/per</i> (with verb to indicate frequency/passing of time)</li> <li>▪ verbs – imperfect tense</li> </ul> </li> <li>• Sound and writing systems – consolidation</li> </ul> <p><b>Intercultural understandings</b><br/>Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• the Italian regions</li> <li>• tourist attractions in Italy</li> <li>• cultural experiences</li> <li>• ‘culture shock’</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• making links between English and Italian texts</li> <li>• experimenting with formulaic language to create new meaning</li> <li>• thinking critically and analytically</li> <li>• using a bilingual dictionary – differentiate between nouns and verbs, cross-checking meaning</li> </ul> |
| 8–11 | <p>The Italian-speaking communities:<br/><b><i>Gli italiani in vacanza</i></b><br/>(Italians on holiday)</p> <ul style="list-style-type: none"> <li>• popular holiday destinations</li> <li>• popular holiday activities</li> </ul> <p><b>Task 8: Response: Listening (Week 8)</b></p> <p><b>Task 9: Written communication (Week 10)</b></p> <p><b>Task 10: Oral communication (Week 11)</b></p>   | <p><b>Text types and textual conventions</b><br/>Article, chart, conversation, review</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Gli italiani in vacanza</i></li> <li>• Grammar <ul style="list-style-type: none"> <li>▪ adjective – comparative superlative</li> <li>▪ adverbs – comparative and relative superlative with <i>più/meno</i></li> <li>▪ verbs – conditional mood – singular forms</li> </ul> </li> <li>• Sound and writing systems – consolidation</li> </ul> <p><b>Intercultural understandings</b><br/>Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• holidaying on the continent</li> <li>• trends in destinations for young people</li> <li>• activities for young people whilst on holiday</li> <li>• influence of other languages or cultures on destinations</li> </ul>   |

| Week  | Context and topic  | Key teaching points   |
|-------|--|---|
|       |  | <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• locating key words, transcribing unfamiliar vocabulary</li> <li>• avoiding repetition when writing</li> <li>• scanning and identifying key information</li> <li>• structuring information and expressing ideas</li> <li>• manipulating language</li> </ul>  |
| 12–16 | <p>The changing world:<br/><b><i>Viaggiare oggi</i></b><br/>(Travel in a modern world)</p> <p>How technology is:</p> <ul style="list-style-type: none"> <li>• changing world travel</li> <li>• influencing how people plan their holidays</li> <li>• influencing how people communicate whilst away</li> </ul> <p><b>Task 11: Response: Viewing and reading (Week 13)</b></p> <p><b>Task 12: Response: Listening (Week 15)</b></p> | <p><b>Text types and textual conventions</b><br/>Advertisement, blog posting, itinerary, letter, map</p> <p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary, phrases and expressions associated with <i>Viaggiare oggi</i></li> <li>• Grammar – consolidation of Unit 4 grammar</li> <li>• Sound and writing systems – consolidation</li> </ul> <p><b>Intercultural understandings</b><br/>Reflect on own language and culture in relation to the Italian language and culture:</p> <ul style="list-style-type: none"> <li>• language related to technology</li> <li>• popular technology for travellers</li> <li>• positive and negative influence of technology on transport</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>• rote learning vocabulary and set phrases</li> <li>• identifying key words, transcribing unfamiliar vocabulary</li> <li>• using a bilingual dictionary – using online dictionaries; limitations of bilingual dictionaries</li> </ul> |