

# Languages: Italian - Satisfactory - Years 5 and 6

## Portfolio summary

This portfolio of student work shows that the student interacts using spoken and written Italian to describe and give information (WS1) about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. The student share aspects of their environment, express opinions, for example, È buonissimo ...è molto bravo, mi piace di più ..., penso di sì/no, secondo me..., accept or reject ideas, agree and disagree, for example, No, non sono d'accordo! Hai ragione/torto. The student asks simple questions, for example, Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu? The student understands the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, the student imitates pronunciation and intonation. The student understands short written texts with some variation in sentence structures and some unfamiliar vocabulary (WS1). In reading independently, the student begins to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language (WS1). The student connects ideas in different informative and creative texts (WS1), expressing and extending personal meaning by giving reasons or drawing conclusions. The student creates sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, La musica di ... è bella, ma mi piace di più ... The student writes descriptions, letters, messages, summaries, invitations and narratives. The student uses the present tense of verbs, noun and adjective agreements (WS1) and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe (WS1), to plan or to invite.

The student uses some metalanguage to talk both about linguistic and cultural features (WS1). The student discerns familiar patterns and features of written (WS1) and spoken language and compares them with English (WS1), understanding that language, images and other features of texts reflect culture. The student demonstrates an understanding of variation in language use, adapting language forms according to audience and context. The student identifies linguistic and cultural differences and know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. The student compares, identifies and discusses their responses and reactions in intercultural exchanges.

## Quanti animali

### Sample summary

Students had completed a unit of work on animals learning the vocabulary to name them and adjectives to describe their characteristics. Students had learned that many animals in Italian have similar names in English and discussed how cognates can help in understanding both spoken and written Italian.

Students were asked to match the description of animals in Italian to the correct animal. Students were directed to focus on the cognates in the descriptions in order to match the animal correctly.

## Achievement standard

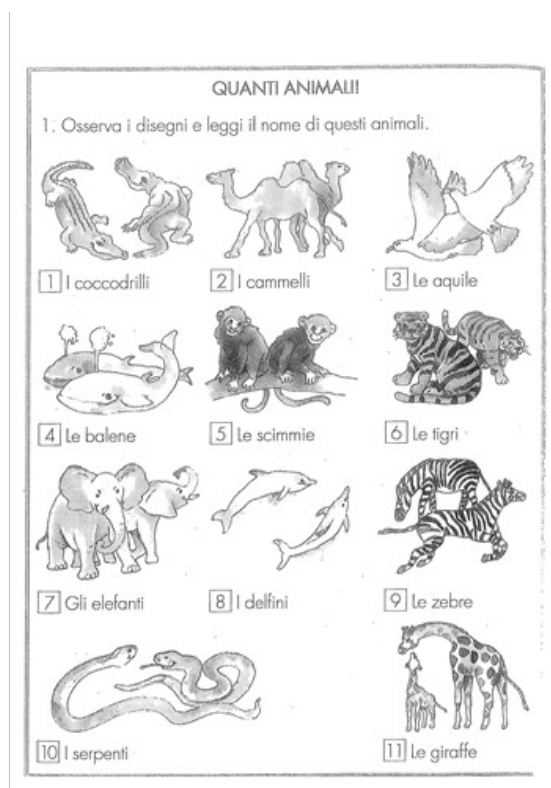
### Subject

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By the end of Year 6, students interact using spoken and written Italian to describe and give information about themselves, family, friends, home and school routines, experiences, interests, preferences and choices. They share aspects of their environment, express opinions, for example, *È buonissimo ...è molto bravo, mi piace di più ... , penso di sì/no, secondo me...*, accept or reject ideas, agree and disagree, for example, *No, non sono d'accordo! Hai ragione/torto.* They ask simple questions, for example, *Ti piace? Cosa prendi? Chi viene alla festa? Vieni anche tu?* They understand the main points in spoken interactions consisting of familiar language in simple sentences. When speaking, they imitate pronunciation and intonation. They understand short written texts with some variation in sentence structures and some unfamiliar vocabulary. In reading independently, they begin to use context, questioning, and bilingual dictionaries to decode the meaning of unfamiliar language. They connect ideas in different informative and creative texts, expressing and extending personal meaning by giving reasons or drawing conclusions. Students create sentences with some elaboration, for example, using coordinating conjunctions and comparisons to build short coherent texts on familiar topics, for example, *La musica di ... è bella, ma mi piace di più ...* They write descriptions, letters, messages, summaries, invitations and narratives. They use the present tense of verbs, noun and adjective agreements and some adverbs; they choose vocabulary appropriate to the purpose of the interaction, such as to describe, to plan or to invite.

Students use some metalanguage to talk about both linguistic and cultural features. They discern familiar patterns and features of written and spoken language and compare them with English, understanding that language, images and other features of texts reflect culture. They demonstrate an understanding of variation in language use, adapting language forms according to audience and context. They identify linguistic and cultural differences know that Australia is a multilingual and multicultural society, and that dialects are spoken both in Italy and in Italian-speaking communities around the world. Students compare, identify and discuss their responses and reactions in intercultural exchanges.

## Worksheet



2. Scegli fra gli animali della pagina precedente quali corrispondono a queste descrizioni e numerali con lo stesso numero.

<p>1</p> <p>Volano in alto nel cielo e fanno il nido sulle montagne [3]</p>	<p>Vivono nelle foreste e sono molto feroci [6]</p>
<p>Nuotano nel mare; escono dall'acqua per respirare sono molto grandi [4]</p>	<p>2</p> <p>Possono vivere per lungo tempo nel deserto anche senza acqua [2]</p>
<p>3</p> <p>Vivono nelle grandi savane dell'Africa; sono a strisce bianche e nere [4]</p>	<p>7</p> <p>Vivono a gruppi in Africa e in India; sono i più grandi animali terrestri [7]</p>
<p>4</p> <p>Si arrampicano sugli alberi e mangiano banane [5]</p>	<p>7</p> <p>Vivono lungo le rive di laghi e fiumi; sulla terra si muovono piano ma nuotano benissimo; sono molto pericolosi [7]</p>
<p>5</p> <p>Vivono nel mare, sono veloci e intelligenti; sono allegri e fanno salti fuori dall'acqua [8]</p>	<p>11</p> <p>Hanno un collo lunghissimo che serve loro per mangiare le foglie degli alberi più alti [11]</p>
	<p>10</p> <p>Stisciano per terra e sugli alberi [10]</p>

## Annotations

- 1 Annotation 1**  
Understands regular and common irregular present tense verbs in third person plural
- 2 Annotation 2**  
Recognises cognates reflecting location in order to select correct response from alternatives provided
- 3 Annotation 3**  
Uses knowledge of adjectives to correctly identify description of animal
- 4 Annotation 4**  
Associates common stereotype description for animal, eg 'mangiano banane'
- 5 Annotation 5**  
Demonstrates understanding of 'issimo' suffix and body part 'collo' to match description appropriately