

# The Australian Curriculum

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# The Australian Curriculum Languages

## Overview

### Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

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

### Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

### Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

**Second language learners** are those who 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** are those who 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** are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as 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.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

## Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. 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 is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing 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. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

## Aims

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

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

## Key ideas

### Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

## Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

## Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

## Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

## Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- **Communicating:** using language for communicative purposes in interpreting, creating and exchanging meaning
- **Understanding:** analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

- 1) communication
- 2) analysis of aspects of language and culture
- 3) reflection that involves
  - reflection on the experience of communicating
  - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

## Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

## Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
<b>Communicating:</b> <i>Using language for communicative purposes in interpreting, creating and exchanging meaning.</i>	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
<b>Understanding:</b> <i>Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.</i>	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

## Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

### **Students with disability**

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

### **English as an additional language or dialect**

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national ***English as an Additional Language or Dialect: Teacher Resource*** has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

### **Gifted and talented students**

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

### **General capabilities**

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

### **Literacy**

Learning languages develops overall literacy. It is in this sense ‘value added’, strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner’s repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

## **Numeracy**

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others’ cultural and linguistic systems.

## **Information and communication technology (ICT) capability**

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

## **Critical and creative thinking**

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

## **Personal and social capability**

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

## **Ethical understanding**

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

## **Intercultural understanding**

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

## **Cross-curriculum priorities**

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

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

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, 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, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

### **Sustainability**

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

## Glossary

### abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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### Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

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### Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé*, *piñata*, *ou/òu*.

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### Accuracy

Production of structurally correct forms of the target language.

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### Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery*.

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### Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly*.

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### Adverbial

A word or group of words that functions as an adverb.

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### adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

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## **Aesthetic**

Relates to a sense of beauty or appreciation of artistic expression.

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## **Alliteration**

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

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## **Audience**

Intended readers, listeners or viewers.

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## **audiences**

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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## **Authentic (texts/materials)**

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

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## **Author**

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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## **behaviours that are not intentionally directed at another person**

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

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## **Bilingualism**

An ability to use two or more languages.

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## **Biography**

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

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## Character components

Individual elements of a written character which have a separate linguistic identity.

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### Characters

- (i) graphic symbols used in writing in some languages
  - (ii) assumed roles in dramatic performance
- 

### Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

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### clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

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### CLIL

Content and language integrated learning. An approach to learning content through an additional language.

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### Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

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### Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

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## Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!*) and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal.*)

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### cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

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### Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies and gentlemen* rather than *gentlemen and ladies*.

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## Communication

A mutual and reciprocal exchange of meaning.

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### Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

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### Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

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### complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

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## Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

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## Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

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## Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or*, *and*, *but*. In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]*. *[Kim is an actor]*, *[Pat is a teacher]*, *[and Sam is an architect]*.

---

## compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor]', '[Pat is a teacher]', '[and Sam is an architect]'.

---

## comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

---

## Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout
  - drawing on language knowledge and experience (for example, gender forms)
  - listening for intonation or expression cues
  - interpreting grapho-phonetic, semantic and syntactic cues.
-

## Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text-processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

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## Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school, girl*; as opposed to *abstract language*, used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty*.

---

## concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

---

## Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction *and* links the two participants, while *or* links alternative options.

---

## conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

---

## conjunctions

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## Content

A subject matter used as a vehicle for language learning.

---

## **context**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **Context**

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

---

## **contexts**

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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## **Convention**

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

---

## **conventional behaviours**

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

---

## **conventions**

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

---

## **create**

develop and/or produce spoken, written or multimodal texts in print or digital forms

---

## **Create**

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

---

## Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

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## Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience
- make assumptions about self and others
- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

---

## De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

---

## Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

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## Dialect

A variant of a language that is characteristic of a region or social group.

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## Diaspora

A scattered population with a common origin in a smaller geographical area.

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## Digital media

Various platforms via which people communicate electronically.

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## Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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## Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')
  - consonant digraphs have two consonants (for example, 'sh', 'th')
- 

## Diphthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

---

## Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

---

## Encode

A process of changing spoken language into symbols of written/digital language.

---

## Enunciation

A clear and distinct pronunciation of language.

---

## **evaluative language**

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

---

## **Face**

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

---

## **Filler**

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

---

## **Fluency**

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatism of the target language.

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## **Form-focused learning activities**

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

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## **Formulaic language**

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter); *G'day, how are you going?* (greeting in Australian English).

---

## **Framing**

A way in which elements of text are arranged to create a specific interpretation of the whole.

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## framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

---

## Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

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## grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

---

## Grapho-phonetic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

---

## Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear*, *air* and *heir*).

---

## Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

---

## Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres*. For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

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## Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

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## Hypertext

A text which contains links to other texts.

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## Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

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## Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

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## Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice*, *a fish out of water*, *fed up to the back teeth*).

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## Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

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## Infinitive

A base form of a verb.

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## informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

---

## Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

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## Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting*, *awfully boring*)

---

## Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

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## Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

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## Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others
- 

## Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

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## Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems
- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways
- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations
- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

---

## Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

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## Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

---

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## Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

## Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

---

## Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols
  - the nature of language communities which use the language
  - the historical and/or current relationship of a language with education in Australia
  - features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.
- 

## Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

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## layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

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## Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

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## Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

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## **Lexical cohesion**

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

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## **listen**

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

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## **Literacy resources**

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

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## **Macro skills**

Four major language skills of listening, speaking, reading and writing.

---

## **Media texts**

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

---

## Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly
- conveying culturally-shaped ideas, values, experience to others
- exploring how ideas and experiences are represented and conveyed in different languages and cultures
- considering similarities, overlaps, collisions and adjustments
- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning
- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

---

## Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

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## Metalinguage

A vocabulary used to discuss language conventions and use ( for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

---

## Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

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## Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

---

## Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

---

## Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

---

## Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

---

## Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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### multimodal text

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

---

### multimodal texts

combination of two or more communication modes (for example, print, image and spoken text, as in film or computer presentations)

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## Narrative

A story of events or experiences, real or imagined.

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## Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

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## **narratives**

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

---

## **Neologism**

A new word is created, for example, *Smartphone*, *modem*, *AIDS* or an existing word is used in a new way, for example, *deadly*.

---

## **nominalisation**

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

---

## **Noun**

A part of speech that includes all words denoting physical objects such as *man*, *woman*, *boy*, *girl*, *car*, *window*. These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy*, *courage*, *success*, *idea*.

---

## **nouns**

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

---

## **Oracy**

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

---

## **Orthography**

Writing words with correct letters or characters according to common usage.

---

## **Paralanguage**

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

---

## **Paralinguistics**

A study of paralanguage elements of expression.

---

## **Pedagogy**

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

---

## **Performance**

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

---

## **Phoneme**

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

---

## **Phonics**

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

---

## **phonics**

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

---

## **Phonological awareness**

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

---

## **Pragmatics**

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

---

## Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

---

## Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

---

## prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

---

## Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).
- time (after, before, since – for example, I will go to the beach after lunch).
- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

---

## prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.');

modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children');

and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

---

## Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

---

## Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake. He ate it that evening* (where *he* and *it* are personal pronouns; and *that* is a demonstrative pronoun).

---

## Pronunciation

A manner in which a syllable is uttered.

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## Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

---

## Proxemics

A use of space, posture and touch as elements of non-verbal communication.

---

## Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

---

## Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.
- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that? What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

---

## Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

---

## Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

---

## Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality*). Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'
  - willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying
  - making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.
- 

## Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

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## Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

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## Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

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## **Scaffolding**

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

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## **Scanning**

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

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## **Script**

A writing system in which characters or symbols represent components of language (letters, syllables, words).

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## **Semantic knowledge**

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

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## **simple sentences**

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

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## **Skimming**

A text processing strategy aimed at gaining information quickly without focusing on every word.

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## **Speak**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Stereotype**

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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## **Stress**

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

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## **Suffix**

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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## **suffixes**

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

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## **Synchronous**

Occurring or existing at the same time.

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## **Syntax**

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

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## **Talk**

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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## **Task**

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

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## **Task-based language learning (TBLL)**

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

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## **tenses**

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

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## **Text**

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

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## **Text processing strategies**

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

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## **Text structure**

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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## **text structures**

the ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning.

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## **Text types (genres)**

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

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## **texts**

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

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## **Textual features/conventions**

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features*).

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## **Tone**

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

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## **Translation**

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

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## **Transliteration**

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

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## Verb

A part of speech which expresses existence, action, state or occurrence. For example, *they watch football; she is exhausted; the day finally came.*

**auxiliary verb** – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

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## verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

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## verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

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## view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

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## voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

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## **Word borrowing**

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo*, *cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

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## **write**

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

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# The Australian Curriculum Languages - Italian

## Overview

### Context statement

#### The place of the Italian language and culture in Australia and the world

Italian, also known as Standard Italian or *italiano standard*, is the official language of Italy, the Vatican City, San Marino and parts of Switzerland. It is also an official language of the European Union, and a major community language in countries such as Australia, Luxembourg, the United States, Canada, Brazil, Uruguay and Argentina, and in parts of Africa.

Italian is, and has been for many years, one of the major community languages in Australia.

#### The place of the Italian language in Australian education

Italian has been taught in Australian schools and universities since the 1930s. Initially it was offered alongside French and German as a 'language of culture', and Italian curricula borrowed a strong literary and grammatical emphasis from the precedent of Latin. Italian was an important area of academic study providing access to the rich literary, musical and artistic heritage of Italy, with less attention paid to actual communication or contemporary culture. The distance between this academic approach to Italian learning and the real-world experiences of Italian-speaking communities was considerable.

In addition to the presence of Italian learning in schools, in the 1960s the Italian community established extensive Saturday morning schools to provide Italian language learning for their children. In the 1980s, Italian learning and teaching in Australia increased significantly, especially in primary schools, as a result of policies supporting multiculturalism, in particular the release of the *National Policy on Languages* (1987), which strongly promoted linguistic and cultural pluralism. In this decade, Italian community organisations established 'insertion' programs, hosted within regular day schools, to supplement the weekend and after-hours classes directly run by communities. This coincided with a new emphasis in all language teaching and learning on linking school language learning directly to language use in communities, moving away from traditional grammar- or literature-oriented to more communicatively oriented programs. The focus in these communicative programs was on learning language for use in 'real' everyday interactions.

#### The nature of Italian language learning

Italian belongs to the Romance family of languages and is closely connected to its 'sibling' languages of Spanish, Portuguese and French. It also has many commonalities and connections with English, sharing many Latin-derived words and using the same Roman alphabet. The meaning of many Italian words can be instantly recognised through their similarity to English. There are points of difference between Italian and English grammars — for example, variations in word order, tense use, the use of articles, and the gendering in Italian of nouns and adjectives — but overall the Italian language is not linguistically or culturally 'distant' for English-speaking learners. Phonologically, Italian is relatively accessible to the English-speaking learner. It is a mostly phonetic language, pronounced generally as it is written, which is especially helpful in the development of listening and speaking skills. There is clear emphasis on all syllables, and intonation follows regular rhythms and patterns.

As Italian is widely spoken in Australia, many opportunities exist to hear and use the language in real-life situations, as well as through the Italian media in Australia and in actual and virtual connections with Italian communities in Italy and beyond.

There are also regional dialects of Italian that are used in local contexts both in Italy and beyond. Some students may bring their experience of the use of regional dialects to the Italian classroom.

#### The diversity of learners of Italian

Learners of Italian in Australian schools come from a wide range of backgrounds, and include learners for whom this represents a first experience of learning Italian; learners who have existing connections with Italian, most directly as background Italian speakers, as second- or third-generation Italian Australians; and learners who may have experience in a related variety of Italian or another Romance language.

The Australian Curriculum: Languages — Foundation–Year 10 Italian is pitched to second language learners as the dominant group of learners of the Italian language in the Australian context. Teachers may use the Italian F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments.

## **PDF documents**

Resources and support materials for the Australian Curriculum: Languages - Italian are available as PDF documents.

Languages - Italian: Sequence of content

Languages - Italian: Sequence of Achievement - F-10 Sequence

Languages - Italian: Sequence of Achievement - 7-10 Sequence

# The Australian Curriculum Languages - Italian Years F–10 Sequence

## Foundation to Year 2

### The nature of the learners

Children enter the early years of schooling with established communication skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Italian language and culture.

### Italian language learning and use

Students use Italian for social interactions such as greetings, asking and answering simple questions, responding to instructions, singing songs, and taking turns in games and simple shared tasks. The focus is on listening to the sounds, shapes and patterns of Italian through activities such as rhymes, songs, clapping and action games. Repetition and recycling help children to identify frequently used words and simple phrases, and to recognise the purpose and intention of simple texts. They identify and use Italian non-verbal communication strategies and experiment with formulaic expressions and one or two-word responses to prompts and cues. Through creative play and action-related talk, children begin to notice that language can behave differently in different situations and that Italian speakers communicate in some ways that are different from their own. Students are encouraged to notice that they are part of a connected world which includes many languages and cultures, and they begin to become aware of themselves as communicators in particular cultural contexts and communities.

### Contexts of interaction

Children interact with each other and the teacher, with some access to wider school and community members. Virtual and digital resources provide access to additional Italian language and cultural experiences, connecting learners' social worlds with those of Italian-speaking children.

### Texts and resources

The transition from spoken to written language is scaffolded through shared exploration of simple texts and language features. Children progress from supported comprehension and a small number of high-frequency and personally significant sight words and phrases to more elaborated simple texts which include a context, purpose and audience. They use grapho-phonetic, grammatical, cultural and contextual cues to comprehend texts and communicative interactions. Writing skills progress from labelling and copying words, to writing simple texts using familiar vocabulary, and language structures and features. Written texts that students experience include children's stories, big books, descriptions, recounts and labels.

### Features of Italian language use

Students focus on the sounds of the alphabet, in particular the vowel sounds, and 'c' (*ciao*) and 'ch' (*Chi?*), and on intonation patterns and the use of accents. Students are also introduced to nouns and pronouns. They learn simple sentence structure using subject–verb–object order as well as how to form questions. They explore the idea of masculine and feminine gender, how to use singular and plural forms, the negative form *non* and the placement of adjectives.

### Level of support

Students' learning is highly experiential and activity-related, and is supported by the use of concrete materials and resources, visual supports, gestures and body language. Scaffolding includes modelling, monitoring and moderating by the teacher; provision of multiple and varied sources of input; opportunities for revisiting, recycling and reviewing; and continuous cues, feedback and encouragement.

## The role of English

Children are encouraged to use Italian whenever possible. They use English to talk about differences and similarities they notice between Italian, English and other known; about how they feel when they hear or use Italian; and about how they view different languages and the people who speak them. English is used by both the teacher and learners for talking about the language and about learning, and for noticing, questioning and explaining.

## Foundation to Year 2 Content Descriptions

### Communicating

#### Socialising

Interact with the teacher and peers to greet, to introduce themselves, and to name and describe favourite things, friends, family members and special talents, through action-related talk and play

[Key concepts: self, family, friendship; Key processes: participating, playing, observing]

(ACLITC001)



#### Elaborations

- using simple greetings relevant to the time of day, the celebration or event, and their relationship to the person, for example, *Ciao! Buongiorno! Arrivederci! Tanti auguri! Buona Pasqua. Buon Natale*
- introducing themselves, for example, *Come ti chiami? Mi chiamo ..., e tu? Quanti anni hai? Ho sette anni, e tu? Come stai?*
- naming family members and friends, for example, *mio fratello Carlo; il papà Tom*
- understanding single words and simple phrases, and indicating comprehension through actions such as pointing to an object, selecting a picture card or flashcard to demonstrate the phrase heard, and matching games in digital form, for example, personal objects: *la cartella, la bambola, la palla*; school objects: *il quaderno, la matita, i colori, il banco*; toys and games: *il treno, la bicicletta*
- indicating possession (as set phrases), for example, *la mia penna, il mio cane, il mio papà, la mia mamma*
- answering simple questions with short spoken and written responses and using flashcards, word lists, posters, photos and multimedia slides, for example, *Quanti anni hai? Hai un animale?*
- talking about and describing people and belongings, using familiar formulaic expressions, for example, *Questo/a è, Ecco il mio pallone*
- talking about simple actions in the present tense, for example, *Gioco a football, Mangio la pizza*
- using formulaic phrases, for example, *Grazie! Prego. Scusa. Per favore. Bene. Molto bene. Perché? Buon appetito!*
- expressing satisfaction/dissatisfaction, for example, *Si; no; mi piace; non mi piace*
- copying words and reading them aloud, matching pictures and words, or choosing from sentences provided to express ideas, for example, *È Marco. È grande. È bravo*
- imitating Italian speech, using Italian patterns of intonation, pronunciation and stress, and incorporating appropriate gestures and body language

Participate in shared action with peers and teacher, contributing ideas through key words, images, movement and song

[Key concept: exchange; Key processes: sharing, deciding together]

(ACLITC002)



- contributing to collective activities such as creating a class vegetable garden or photo display of a recent excursion or visit, by labelling and illustrating
- contributing to guided, shared decisions, such as about a classroom display or a class party, for example, *mi piace il rosso; io porto i biscotti*
- playing games, for example, counting games, sorting and order games, number games, *tombola*
- making simple choices, based on given options, for example, *Vuoi leggere questo? Giochi dentro o fuori?*

Participate in real or simulated transactions using simple language and gestures in activities and games involving buying and selling

[Key concept: exchange; Key processes: exchanging, describing]

(ACLITC003)



- participating in a guided role-play in a shop or at the market, for example, *una banana per favore... ecco ...; un gelato per favore; Ecco il gelato*
- selecting between given options relating to foods, toys or classroom items, for example, *Posso avere ...? Vuoi ...? Cosa vuoi? Voglio una pesca. E tu, cosa prendi?*

Participate in classroom routines, games, instructions and shared activities

[Key concepts: routine, play, sharing, reward; Key process: expressing preferences]

(ACLITC004)



- responding to classroom instructions, for example, *In piedi!, Seduti! In cerchio! Insieme. Qui. Attenzione! Non parlare, silenzio; alza la mano*
- using Italian for everyday classroom routines, for example, morning greetings or roll call, *Ciao! Presente/assente; birthday song, Tanti auguri*
- using simple gestures to add emphasis to expressions such as *sì, no, bene!, così così*
- participating in class activities and following instructions, for example, *Siediti/Sedetevi, per favore. Apri il quaderno. Chiudi la porta, Tira la palla*

## Informing

Locate specific items of information in texts using early literacy skills

[Key concepts: text, observation, number, meaning; Key processes: noticing, decoding, selecting]

(ACLITC005)



## Elaborations

- participating in shared reading with the teacher, using contextual and visual clues such as illustrations in resources such as big books or digital books to decipher meaning
- demonstrating understanding by using early literacy skills such as labelling, naming, pointing, matching, clicking and dragging, describing, drawing, tracing and miming
- identifying words in written Italian
- responding to questions eliciting specific details about participants, objects (size, colour) or events, for example, *C'è il gatto? Sì/no. C'è il treno? Sì/no. È verde? Sì/no. Il treno è rosso? Sì/no. La pasta è buona? Sì/no*

Give factual information about known people, everyday objects, family celebrations and personal experiences  
[Key concepts: self, ownership/possession, celebration; Key process: conveying information]

(ACLITC006)



- giving descriptive information using simple structures, for example, *È la mia mamma. La mia mamma è alta. È il cane. L'uccello ha il becco*
- identifying the main idea or describing an event based on images, for example, naming what they see (*la festa, la scuola, lo zoo, la spiaggia, l'estate, il picnic*)
- participating in 'show and tell', for example, *Questa è la mia bambola. Si chiama Teresa*
- sequencing pictures to describe events, guided by the teacher
- describing aspects of their immediate world by drawing and writing captions, such as:
  - people, for example, *Ecco la mamma/mio fratello; È la mamma, Mario è il mio amico*
  - objects, for example, *Ho dieci matite. Ho la bambola, Si chiama Belinda*
  - family celebrations, for example, *Oggi è il compleanno della nonna. Tanti auguri, nonna!*
  - places, for example, *La casa di Tina è grande*

### Creating

Participate in shared reading/viewing of short imaginative texts and respond by drawing, miming, performing and other forms of expression

[Key concepts: story, imagination, response, character; Key processes: participating, responding, predicting, performing; Key text type: narrative/story]

(ACLITC007)



### Elaborations

- participating in shared reading of books and digital texts, and deciphering the meaning of a story using illustrations, sounds and animation
- making predictions about characters and plot from the cover and illustrations, and at various points in the text before reading on
- illustrating a shared class big book, for example, *È un uccello. È verde. L'uccello vola. La farfalla è gialla. La rana è verde. La zebra è bianca e nera*
- sharing feelings about a book/video clip by participating in simple 'reviews', writing their names under one of the following statements: *Mi piace; Mi piace molto; Non mi piace*
- taking on the persona of a character through play
- reciting and performing chants, rhymes and songs, adding music and actions to support meaning of their own performances, for example, the *farfallina* counting rhyme: *Farfallina bella bianca, vola vola e mai si stanca, vola vola sempre in su, farfallina non c'è più; resti fuori proprio tu*

Create stories and perform imaginary experiences

[Key concepts: performance, expression; Key processes: miming, performing]

(ACLITC008)



- drawing illustrations and using captions, for example, making a big book or photo story, as guided by the teacher
- performing an imagined event to entertain others
- matching or sequencing pictures to create a story

### Translating

### Elaborations

Share with others what they can express in Italian, and explain how meanings are similar or different  
 [Key concepts: code, translation; Key processes: comparing, explaining]

(ACLITC009)



- identifying when Italian or English is being used in the classroom
- comparing Italian and English songs and rhymes, noticing similarities and differences, for example, in numbers, in some words for family, animals and toys
- explaining to others the meanings of particular words and when they are used, for example, *ciao*
- demonstrating and explaining specific gestures used in Italian

Create a personal or shared record of 'interesting' words in Italian  
 [Key concepts: similarity, difference; Key process: comparing]

(ACLITC010)



- collecting Italian and English words that are the same (for example, *banana* or similar, for example, *pigiama*)
- collecting Italian words used in English, for example, *ciao*, *opera*, *pasta*, *spaghetti*
- creating a picture dictionary

### Reflecting

### Elaborations

Begin noticing what is 'new' or 'interesting' in Italian language and culture and recognising similarities and differences between Italian and Australian cultural practices and related language use  
 [Key concepts: self, other, respect; Key processes: noticing, identifying]

(ACLITC011)



- viewing images of home, school and neighbourhood in Italy and Australia, and choosing from word lists to express reactions
- noticing, recalling and responding to teacher prompts, such as *Cosa vedi? Cosa pensi di ...?*
- noticing similarities and differences in language use in Italian and English
- expressing reactions to using Italian, for example, 'I like it when ...' or 'That word sounds like ...'

Identify and describe aspects of self in relation to others  
 [Key concepts: family, self, identity; Key processes: connecting, relating, observing]

(ACLITC012)



- recognising themselves as belonging to groups (for example, my friends, my Italian class, my school, my family, my community), and noticing the different languages that are spoken by friends in their class, for example, *Sono australiano. Parlo inglese e cinese*

### Understanding

#### Systems of language

#### Elaborations

Reproduce the sounds of the Italian language (ACLITU013)



- learning to reproduce Italian sounds and intonation patterns through imitation, repetition and experimentation
- pronouncing the Italian alphabet, particularly vowel sounds, rolled 'r', the 'c' as in *ciao* and the 'ch' as in *chi?*, noticing similarities and differences with English
- noticing that words which have accents stress the final letter, for example, *papà*, *città*

Notice and use some aspects of the Italian language system, including gender forms, simple sentence structures and the placement of adjectives (ACLITU014)



- noticing definite and indefinite articles with nouns, for example, *la casa, una casa; il giardino, un giardino*
- noticing that Italian words end mostly with vowels to mark gender and number; observing that some words which do not end with a vowel are the same in English, for example, *computer, robot, yogurt, sport*
- noticing that adjectives are used to describe people, objects or places and are usually placed after the noun, for example, *la penna rossa*
- observing gender in patterns of naming, for example, *Paolo/Paola, Alessandro/Alessandra*
- exploring how to use singular and plural forms
- understanding different words for asking questions, for example, *Chi? Quando? Quanti?*
- identifying people using pronouns, for example, *io, tu, lui, lei*
- noticing that the verbs *essere* and *avere* are used when giving personal information about state or identity, for example, *Ho due fratelli, sono basso, Ho 6 anni, Ho gli occhi verdi, sono alto*
- learning simple verbs to describe actions and using them in formulaic expressions, for example, *Mi piace cantare/giocare; Ti piace questo giocattolo?*
- understanding and responding to imperatives, for example, *Vieni qui!*
- learning the structure of simple statements and questions based on models, for example, *Io sono Anna. Non sto bene. È un gatto? Sicomptue è un gatto*
- expressing negation, for example, *Non mi piace, Non ho un cane.*

Understand that language is organised as texts (ACLITU015)



- joining words or phrases using conjunctions, for example, *e*
- recognising features of text types such as stories and letters

### Language variation and change

### Elaborations

Recognise that different words are used in Italian to address and greet different people according to relationship, setting and time of the day (ACLITU016)



- learning to choose which form of address or greeting to use, according to gender and the relationship between participants, for example, using first names with peers (*Ciao Isabella*) but greeting the teacher with *Buongiorno signora*; using *Caro/Cara* in greeting cards
- understanding that greetings vary according to the time of day or the occasion, for example, *Buongiorno, Buonaserà, Buon compleanno*

Recognise that Italian and English borrow words from each other (ACLITU017)



- noticing words in Italian that are the same as in English, for example, *computer*, *sport*
- noticing Italian words and phrases used in everyday life in Australia, for example, in the world of food (*gelato*, *spaghetti*), music (*opera*, *forte*, *piano*) and the arts (*fresco*)
- observing that some of the Italian words which do not end with a vowel are also used in English, for example, *robot*, *yogurt*

Understand that Italian is one of many community languages spoken in Australia including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages (ACLITU018)



- understanding that Italian is the national language of Italy and is spoken in Italian-speaking communities around the world
- experiencing the sounds, texts and images of different languages and cultures to develop an understanding of different languages used in the Australian community
- noticing the different languages used by peers in their class and in their local community

#### Role of language and culture

#### Elaborations

Notice and reflect (mainly in English) on different cultural practices and the specific ways of using language in different cultures (ACLITU019)



- observing through visual and audio-visual resources such as video clips and photos that members of Italian-speaking communities may do everyday things differently to themselves, for example, shaking hands, kissing on cheek, starting a meal with *Buon appetito*
- responding to guiding questions through which they reflect on experiences, such as greeting and socialising with others, or discussing aspects of school routines or family life, for example, What do you think about this? How would it feel if you were there/doing that? How do you feel about ...? Is it the same or different in Italy and Australia?
- understanding that culture influences representations of sounds such as those made by animals, for example, *bau bau* (dog), *pio pio* (chicken), *gru gru* (pig)

## Foundation to Year 2 Achievement Standard

By the end of Year 2, students use Italian to communicate with their teacher and peers through action-related talk and play. They demonstrate comprehension by responding both verbally and non-verbally. They imitate simple words and phrases. They respond to familiar games and routines such as questions about self and family (for example, *Come ti chiami? Dove abiti?*), and choose among options, for example, in response to questions such as *Vuoi il gelato o la caramella?* They produce learnt sounds and formulaic expressions (for example, *È bello! Non mi piace*), or partial phrases, often providing only part of the required response in Italian or using a key word to convey a whole idea. They experiment with and approximate Italian pronunciation, for example, producing vowel sounds and 'c' and 'ch' pronunciation with some accuracy. They differentiate between statements and questions according to intonation. They make meaning using paralinguistic and contextual support such as pictures, gestures and props. They write descriptions, lists, labels and captions, using familiar words and phrases selected from modelled language, for example, rearranging sentence patterns such as *Ho sei anni. Sono bravo. Il gelato è buono.*

Students know that Italian is the national language of Italy. They identify the 21 letters of the Italian alphabet. They know that simple sentences follow a pattern, and that nouns require an article and are gendered either masculine or feminine. They demonstrate understanding of the different ways of addressing friends, family and teachers/other adults. They identify patterns in Italian words and phrases and make comparisons between Italian and English. They know that languages borrow words from each other and provide examples of Italian words and expressions that are used in various English-speaking contexts. They identify similarities and differences in the cultural practices of Italians and Australians. They understand that they have their own language(s) and culture(s), and that they are also learners of Italian language and culture.

## Years 3 and 4

### The nature of the learners

At this level, children are developing awareness of their social worlds and of their memberships of various groups including the Italian class. They are developing literacy capabilities in English, such as writing in the Roman alphabet, which assists to some degree in learning Italian. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

### Italian language learning and use

The development of oral proficiency requires rich language input in different modes and from different sources. Children develop active listening skills and respond through action-related talk. They strengthen their comprehension skills, using contextual and grammatical cues as well as phonic and non-verbal cues. The language they encounter is authentic, with modification when necessary, involving familiar vocabulary and simple structures. Children are supported to use the language themselves in familiar contexts and situations, such as exchanging simple ideas and information, negotiating predictable activities and interactions, and participating in shared tasks, performance and play. They continue to build vocabulary which can be adapted for different purposes, and to control simple grammatical forms to communicate in familiar contexts.

### Contexts of interaction

The contexts in which learners interact in using and learning Italian are primarily local: the classroom, school, home and community, with some access to wider communities of Italian speakers and resources through virtual and digital technologies.

### Texts and resources

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts (such as picture books, stories, puppet plays, songs and games) engage the expressive and cultural dimensions of language. Procedural, informational and descriptive texts (such as negotiated classroom rules, planned activities, and family and class profiles) encourage students to use language to 'get things done'.

### Features of Italian language use

Students experiment with pronunciation and intonation in Italian, noticing similarities and differences with other familiar languages. They focus on structures and grammatical rules such as those relating to the use of possessive pronouns, prepositions and negation. They extend their knowledge of definite and indefinite articles, and of gender and singular/plural forms.

As they encounter Italian language and culture they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating. This leads to exploring concepts of commonality and difference, and of identity, and to thinking about what it means to speak more than one language.

### Level of support

Children's grammatical knowledge and accuracy in spoken and written Italian are developed both through form-focused activities and through opportunities to apply this knowledge in meaningful task activity, as they build their communicative skills, confidence and fluency. Teachers provide models and examples; introduce language, concepts and resources needed to manage and complete tasks; make time for experimentation and drafting; and provide support for self-monitoring and reflection.

### The role of English

The use of English, when appropriate, provides support opportunities for discussion and exploration of ideas which help children to build a conceptual frame and metalanguage for talking about language and culture, and about their experiences as learners moving between languages and cultures.

## Years 3 and 4 Content Descriptions

### Communicating

#### Socialising

Interact and socialise with the teacher and peers to exchange personal information and describe people, places, things and everyday routines relating to self, school and home

[Key concepts: routine, home; Key processes: describing, interacting, responding]

(ACLITC020)



#### Elaborations

- exchanging personal information and responding to questions about self, family, leisure, neighbourhood, daily experiences and food, for example, *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?*
- describing self and friends, for example, *Sono biondo/alto/grasso; ...è bruno; ... è giovane, ... ha gli occhi/il naso/la bocca + adjective, for example, Il nonno è simpatico, Ha gli occhi molto grandi*
- describing location, for example, the position of objects in the home (*Il vaso è sopra il tavolo; l'albero è a sinistra; l'auto è dentro il garage*)
- describing things and routines, for example, *La camicia è rossa/nuova/piccola. A pranzo mangio ..., bevo ...*
- describing time, including days of the week and months, as well as *ieri, oggi, domani, ora, dopo; Che ore sono? Sono le ... Quando? Venerdì, Alle dieci*

Participate in collaborative action in class experiences and activities

[Key concepts: occasion, community; Key processes: describing, inviting]

(ACLITC021)



- participating in organising a shared lunch in Italian (for example, *Who will bring what? Who will invite parents? 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*
- creating invitation cards for a party, performance or class event, for example, *Caro...Vieni alla nostra festa/recita/riunione! Il giorno...Alle ore ....Luogo/Presso*
- following procedures and instructions together, for example, recipes such as *una macedonia di frutta*, or making a model of an Italian garden or piazza

Participate in everyday transactions to obtain goods

[Key concepts: need, desire; Key processes: deciding, negotiating]

(ACLITC022)



- writing a shopping list based on resources such as online supermarket catalogues, and doing the shopping in a real or simulated situation
- requesting goods, for example, *Posso avere un gelato? Posso avere il pennarello?*
- participating in a visit to the local market to buy ingredients for making *minestrone*, or participating in ordering food at the school canteen, for example, *Io prendo un panino con il formaggio. E tu, cosa prendi?*

Participate in everyday classroom activities by asking permission, requesting help, asking how to say or write something, asking for repetition, praising or complimenting  
 [Key concepts: collaboration, school life; Key processes: negotiating, discussing, connecting]

(ACLITC023)



- asking permission, for example, *Posso? Posso prendere/fare/parlare/avere qualcosa? Sì/no. Non è possibile. Non adesso*
- requesting help, for example, *Come? Aiuto, per favore*
- asking how to say or write a word, for example, *Come si dice ...? Come si dice in italiano? Come si scrive ...?*
- asking for repetition, for example, *Non ho capito, Può ripetere?*
- praising and complimenting, for example, *Bravo/a! Ottimo! È bello/molto bello! Esatto!*
- responding to a partner's questions, for example, *Di che colore è la maglia? Qual è il tuo/suo gioco preferito?*
- connecting with and reacting to peer responses, noticing different perspectives

### Informing

Obtain and process factual information about people, routines, responsibilities and interests  
 [Key concepts: routine, events, time; Key processes: identifying, recording, categorising, selecting]

(ACLITC024)



### Elaborations

- surveying classmates or responding to questionnaires about likes, interests, routines and activities (for example, *Ti piace ...? Mi piace/non mi piace. Qual è il tuo libro preferito? Qual è il tuo programma televisivo preferito?*), tabulating the results, and presenting information in various forms, such as class profiles, birthday charts or summaries of findings, for example, *Dieci bambini giocano a tennis e tre a basket*
- generating questions such as *Quanti ... A che ora? Dov'è la festa?*
- reading profiles and other information about children in different cultural contexts, in print and digital form
- ordering and categorising information, for example, *cibi sani e cibi poco sani*
- 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, *la domenica; il dieci giugno; ha trentasette anni; è alto e forte; è grandissima; ha due ali; abita a Milano*

Give factual information about people, objects, places and events in texts supported by graphics or illustrations  
 [Key concepts: information, fact; Key processes: describing, presenting]

(ACLITC025)



- creating texts in oral, print or digital form to provide information about:
  - people, for example, *Ha i capelli lunghi e ricci; ha gli occhi neri; fa il farmacista; abita a Napoli;*
  - pets and animals, for example, *Mi piace ... perchè ... . Mangia ..., Vive ...;*
  - places, for example, describing pictures and creating brochures of Italian resorts and cities (*questa è Firenze; vedo il Ponte Vecchio, il fiume Arno, la cupola. È molto bella!*)
  - events, for example, describing a party or school celebration (*C'è la Coca-Cola; c'è il regalo e c'è la torta*)
- creating posters to inform others of a special event
- planning and giving short presentations on topics such as holidays, favourite computer games or favourite playground, using a combination of language and images (for example, photos, illustrations, captions, diagrams) to report information

### Creating

Listen to, view and read a range of imaginative texts for children, and discuss messages and impressions  
 [Key concepts: story, drama, message; Key processes: viewing, reading, predicting, describing, discussing; Key text types: narrative, song, poetry]

(ACLITC026)



### Elaborations

- experiencing different types of children's texts (for example, *Lo Zecchino d'Oro*, video clips on *Suonolandia* and *RAI Junior*); appreciating 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, *È strano, È buffo. La storia parla di ..., La canzone parla di*
- presenting the *Pinocchio* and *La Pimpa* stories and commenting on the characters, discussing reasons and consequences (for example, *è disobbediente*); writing messages to their favourite character in a story or children's television program, for example, *Mi piace/non mi piace la canzone/il quadro. Il documentario è interessante.*
- sharing feelings and ideas about texts (for example, *La storia/canzone parla di ...e di ... Non mi piace ...*) and making connections between their own experiences and those of characters and places encountered in creative stories or images
- experimenting with voice to animate characters and using movement/drama to give expression to events in texts, for example, acting out scenes from a story, taking the role of a character

Create short, simple imaginative texts for different audiences  
 [Key concepts: character, narrative; Key processes: interacting, creating]

(ACLITC027)



- making up rhymes and nonsense phrases in playing with the Italian language
- creating new versions of well-known songs by substituting the words, for example, *Per fare un tavolo* could become *Per fare un cavolo, ci vuole ...*
- making picture storybooks (including digital versions) with captions to share with younger students
- creating a story based on a set of images (for example, *Il papà si alza. Il papà mangia. Il papà parte*); matching or sequencing a set of images
- creating greeting cards, for example, *Caro/Cara ...; ... Saluti da ...*

### Translating

Translate texts to compare meanings and share understandings about aspects of Italian language and culture that are different from English

[Key concepts: translation, comparison; Key processes: translating, explaining]

(ACLITC028)



### Elaborations

- translating words, phrases and captions, and describing how meanings may change across languages
- explaining the ideas contained in texts to someone unfamiliar with Italian, for example, lunch, *alla mensa scolastica; le vacanze estive; la passeggiata*
- becoming familiar with using bilingual dictionaries and online translators

Create simple bilingual texts

[Key concepts: meaning, equivalence; Key processes: comparing, explaining]

(ACLITC029)



- creating simple bilingual texts for different purposes and audiences, for example, school/classroom signs, captions for a school event or a class/school display of 'homes around the world' or 'classrooms around the world'
- exploring meanings between Italian and English using picture dictionaries created for self or younger learners

### Reflecting

### Elaborations

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Compare experiences, noticing how these are influenced by language and culture and how readily they may be expressed in Italian

[Key concept: assumption; Key process: comparing]

(ACLITC030)



- reflecting on cultural differences between everyday life in Italy and Australia, for example, asking how their school day would change if they went to primary school in Italy or what they would find interesting about sharing a lunch with an Italian family, and why; and considering what they would tell a visiting Italian child about how their own family celebrates Christmas, and explaining their choices
- noticing the influence of important events such as religious celebrations on childhood experiences (for example, *le lezioni settimanali di catechismo*, *la Prima Comunione*, *andare alla Scuola Media*) and connecting these to their own experiences
- recognising similarities in the Italian and Australian schooling systems (for example, *la maestra*, *l'aula*, *il cortile*), and differences (for example, *il bidello*, *la mensa*, *il giardino*, *le scale*), and noticing that the Italian school day is different for cultural reasons
- noticing similarities between Australian and Italian cultures in major celebrations like Christmas (*l'albero di Natale*) and Easter (*l'uovo di cioccolata*), as well as differences, for example, the presence of *il presepe* at Christmas, and the presence of *la sorpresa dentro all'uovo di cioccolata* at Easter
- noticing how their own language use influences expectations about Italian language use, such as seeing word order as 'back to front', for example, *la macchina rossa* = the red car
- discussing distinctive social and cultural practices such as celebrations, for example, *Santo Stefano*, *Ferragosto*, *Carnevale* or *Pasquetta*
- considering messages in Italian children's stories and making comparisons with own experiences, for example, Is that the same or different for me? What would I do or say in that particular situation?
- considering own and others' cultural assumptions about home, school and leisure, and how these may be different in an Italian context

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Express aspects of own identity reflected in various group and community memberships, including their developing bilingual identity

[Key concept: membership; Key process: representing]

(ACLITC031)



- describing memberships of a wider network such as a club, country or language-speaking community (including being a learner of Italian), using textual and visual representation
- using Italian to express aspects of personal identity such as name, nationality, languages spoken, interests, and memberships of teams/groups
- recognising own special talents and those of others
- considering their own perspective on personal experiences of Italian language and culture by asking questions such as: Am I familiar with this? Have I experienced something like this? What does this mean for me? Is this similar to or different from my experience? How? In what ways?

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## Understanding

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Systems of language	Elaborations
<p>Experiment with pronunciation and intonation and use rules of spelling (ACLITU032)</p> <p> </p>	<ul style="list-style-type: none"> <li>• developing pronunciation between sound blends in Italian in comparison to English, for example, <i>sc</i> followed by <i>h</i> or <i>i/e</i> (<i>schiaivo, piscine, pesce</i>); 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></li> <li>• learning to recognise the silent <i>h</i> as applicable to the verb <i>avere</i> and for borrowed words, for example, <i>hockey, hotel</i></li> <li>• noticing the differences in intonation between statements, questions, exclamations and commands</li> <li>• understanding that an accent may change the meaning of the word, for example, <i>è</i> and <i>e, il papà, il Papa</i></li> <li>• applying punctuation and capitalisation rules when writing, for example, omission of capitals with days of the week and months of the year</li> </ul>

Use key grammatical structures to form simple sentences, including the use of possessive pronouns, prepositions, definite and indefinite articles, and gender and singular/plural forms (ACLITU033)



- identifying gender, singular and plural in the regular form
- observing gender in patterns of naming, for example, *Paolo/Paola* and *Alessandro/Alessandra*, but that *Luca, Andrea* and *Simone* are all male names in Italian
- using singular and plural, recognising that some singular nouns do not follow the regular masculine/feminine pattern, for example, *la mano, il papà*
- using the definite and indefinite articles and understanding how to specify a particular person or object, for example, *la mamma, una mamma; il quaderno, un quaderno; l'arancia, un' arancia*
- using personal pronouns in context, for example, *Chi ha finito? Io!*
- learning to conjugate common regular verbs in the present tense, for example, *gioco-gioca, mangio-mangiamo*
- expressing negation, for example, *voglio/non voglio*
- expressing preferences and reasons for preferences, for example, *mi piace ... perché*
- using cardinal numbers to tell the time and for dates and ages; using ordinal numbers such as *primo, secondo*, etc.
- using adjectives to describe characteristics or qualities of a person or object, such as nationality, shape and colour (for example, *Chiara è italiana*), and noticing that they change with gender, for example, *la macchina rossa, il libro rosso*,
- using prepositions to indicate location or direction, for example, *a casa, a Roma, in città, a sinistra, sopra il tavolo, sotto il banco*
- using possessive adjectives to express ownership, for example, *la mia casa, la tua famiglia, il tuo cappello, mia nonna*
- using suffixes to add nuance, for example, *-ino (fratellino, piccolino)* or *-etto (poveretto, casetta)*
- creating simple sentences in the subject–verb–object pattern, and linking ideas using conjunctions such as *e* and *ma*

Recognise how grammatical structures are used to form simple texts (ACLITU034)



- creating paragraphs for a range of texts, including descriptions, cards, letters or emails
- recognising how ideas are sequenced in simple texts (for example, *prima, dopo*), noticing patterns in the organisation of texts, for example, sequence in a narrative
- noticing some commonalities between particular text types in Italian and English, for example, greeting cards have a front cover with images or photos specific to the occasion, an opening and closing address, and a written message

## Language variation and change

## Elaborations

Understand that language use varies according to the participants' age, gender and relationship, and the context of use (ACLITU035)



- noticing differences between spoken and written texts
- choosing appropriate formal and informal language for greetings, farewells and good wishes in social interactions, for example, *Ciao Angela/Buongiorno Signora. Come stai?/Come sta? Questo/a è ... ti presento ... Piacere!*
- identifying the meaning of conventional expressions used socially in Italian and the different contexts in which they are used, for example, *Permesso? — Avanti! Grazie. — Prego; Per favore/per piacere. Buon appetito! A domani!*

Understand that languages change with use over time (ACLITU036)



- maintaining a record of loan words from English to Italian and from Italian to English, noting how borrowing relates to cultural change, for example, new terms for technologies, or the use of Italian words in English advertisements or English words in Italian advertisements
- observing language used across generations, such as by noticing differences in words used by grandparents, parents and themselves, and suggesting why these differences occur

Understand that Italian is spoken in a variety of forms within and outside of Italy (ACLITU037)



- recognising that Italian is one of the most widely used languages among the many languages spoken in the Australian community
- recognising that there is the standard language called 'Italian' as well as a number of different dialects spoken throughout Italy and the Italian diaspora, and that these may be used in hybrid ways
- discussing the influence of English words on the Italian language and considering why word borrowing occurs, for example, English words incorporated into Italian (*il tennis, i jeans, fare lo shopping, l'email*) and Italian words incorporated into English (*espresso, bellissimo*)
- identifying cognates, for example, nouns such as *cioccolata, cinema, pera, parco* and *stazione*; adjectives such as *intelligente* and *interessante*; and verbs such as *arrivare, studiare, telefonare* and *visitare*

Role of language and culture

Elaborations

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Compare and reflect on different cultural practices and the ways in which language use reflects culture-specific ideas (ACLITU038)



- recognising similarities and differences between the meaning of signs and symbols in everyday life, for example, use of Roman numerals, male/female signs, street signs (*Senso Unico* and *Zona Pedonale*), currency
- showing awareness that Italian language carries cultural ideas that have no equivalent in English language and Australian culture, for example, *Buon onomastico*
- beginning to develop a metalanguage for talking about language
- making connections and comparisons between questions and responses among members of the class, noting different perspectives
- observing the connection between some names and regional and family connections or religion

## Years 3 and 4 Achievement Standard

By the end of Year 4, students comprehend a range of spoken, written, and multimodal texts on familiar topics, including home life, friends and classroom activities. They use Italian to communicate and to interact, for example, to exchange greetings and to address people, using appropriate language and pronunciation, and often formulaic expressions. They ask and respond to simple questions, by selecting between alternatives provided, by using short spoken responses which may consist of incomplete or partial Italian phrases and structures, or by using a key word to convey a whole idea. They talk about self, family, people, places, routine, school life and their own interests and preferences, for example, *Com'è la tua casa? La mia casa è grande, Ci sono due camere da letto e due bagni. Mi piace la mia camera da letto.* They use short sentences, reorganising known language to fit personal responses, for example, *Giochi domani? Sì/no/Forse.* Students understand short written texts, using visual cues, prediction and questioning to decipher meaning. They recall key ideas and events, recognise meanings, and respond meaningfully. Students create written texts of a few sentences using familiar language and structures.

Students demonstrate an understanding of the fact that language is used differently in different situations and contexts. They know the importance of using appropriate language when interacting in Italian, including informal/formal language, and the use of titles and gestures. They vary their responses and statements by choosing adjectives and adverbs, and by combining sentences. They demonstrate understanding of basic Italian grammatical rules, such as the fact that nouns have masculine or feminine gender and singular and plural forms, and that nouns, adjectives and articles need to agree. They identify similarities and differences in the patterns of Italian language compared to English and other familiar languages. They create texts that show understanding of how ideas are connected and how images support the meaning of texts. They make connections to personal experience when describing characters, events or cultural practices and behaviours encountered in texts. They identify cultural differences in ways of communicating and describe similarities and differences between their own and other cultures.

## Years 5 and 6

### The nature of the learners

Students are expanding their social networks, experiences and communicative repertoires in both their first language and Italian. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining awareness of the world around them and of the relationship of Australia with Italy and other Italian-speaking communities. They are noticing similarities and differences between Italian language and culture and their own.

### Italian language learning and use

Students' pronunciation, intonation and phrasing are more confident, and they access wider vocabulary resources and use non-verbal strategies appropriately to support communication. They participate in shared tasks and purposeful language experiences as well as focusing explicitly on language structures and systems, literacy skills and cultural elements of communication.

Oracy development at this level includes active listening to a range of input from different sources, and building interactional skills such as maintaining conversations, turn-taking, and contributing to discussions with observations and opinions. They learn skills in 'reading' language for cultural and contextual meaning. Individual and group oral-presentation and performance skills are developed through researching and organising information, rehearsing and resourcing the content of presentations, and selecting appropriate language to engage particular audiences.

### Contexts of interaction

Learners use Italian with each other and the teacher for a range of purposes: exchanging information, expressing ideas and feelings, performing and responding to Italian texts and experiences. They use ICTs to interact with each other and with peers in Italian-speaking communities, exchanging resources and information, accessing music and media resources, and contributing to class activities such as a blog or webpage.

### Texts and resources

Learners engage with a range of oral, written, multimodal and digital texts that are increasingly public in nature. They use cues and decoding strategies to assist comprehension and to make connections between contexts, ideas and language within and between texts. They create texts for a range of purposes and audiences, such as emails, dialogues, public signs, presentations and performances. With support, they build cohesion into their Italian production in terms of both content and expression.

### Features of Italian language use

Students increase their range of Italian language vocabulary, grammatical knowledge and textual knowledge. They learn how to describe present and immediate future actions, situations and events using familiar verbs. They use adverbs, adjectives and prepositions to create more complex sentences. They develop a metalanguage to describe patterns, rules and variations in language structures.

Learners consider how language features and expressions reflect cultural values and experiences (for example, language variation relating to gender, generation, status or cultural context). This leads to considering their own ways of communicating and to thinking about personal and community identities, stereotypes and perspectives reflected in language.

### Level of support

While learners work more independently at this level, ongoing support, including modelling and scaffolding, is incorporated into task activity. Ongoing feedback and review support the interactive process of learning. While first language capabilities are more developed than learners' Italian language proficiency, learning tasks and experiences need to take account of both their second language linguistic level and their more general cognitive and social levels of development.

### The role of English

The use of English, in conjunction with Italian, for discussion, reflection and explanation ensures the continued development of learners' knowledge base and intercultural capability and provides opportunities for learners to share understanding and experiences.

## Years 5 and 6 Content Descriptions

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### Communicating

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#### Socialising

#### Elaborations

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Interact to share interests, leisure activities, feelings, opinions and preferences

[Key concepts: leisure, neighbourhood; Key processes: exchanging, corresponding]

(ACLITC039)



- contributing ideas and opinions in interactions by acknowledging, replying, agreeing/disagreeing and concluding, for example, *E tu? È vero. Davvero? Va bene. Non sono d'accordo. Mi dispiace ma non capisco. Allora ci vediamo dopo. Arrivederci, Giorgio, a domani! Ho dimenticato ... Sei molto gentile. Penso di sì. Penso di no.*
- asking and responding to questions that elicit personal information about themselves and others, for example, *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!*
- writing short texts such as emails, letters and text messages to interact with others, for example, to invite, congratulate or thank someone
- using formal and informal greetings and forms of address when opening and closing conversations and written correspondence, for example, *Pronto, chi parla? Ciao mamma. ArrivederLa. Mio caro fratello/Carissima nonna/ Gentile signora. Bacioni/Distinti saluti*
- asking about personal preferences, for example, *Quale materia ti piace? Mi piace ... /Non mi piace ..., È facile/È difficile. Quale sport fai? E tu? Bravissimo! Eccezionale!*
- expressing feelings, such as about a singer or sports figure, for example, *È simpatico e bravo, mi piace tanto. Vorrei...Mi piacerebbe ...*
- describing a person's physical state, for example, *Ha fame/sete/freddo/caldo; Ho mal di ... Sono stanco/sono rilassato*
- expressing preferences, for example, *Mi piace il caldo. Mi piace/non mi piace la musica rock/pop/classica ...*
- talking about the local environment and expressing opinions, for example, *Qui c'è molto verde. A/In ... c'è tanto inquinamento*
- providing options and choices, inviting, accepting or refusing, for example, *Vuoi venire a ...? D'accordo/No, non posso ... un'altra volta. Vuoi il CD di ... o di ...? Che buona idea!*

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Take action, make shared decisions and organise shared experiences

[Key concepts: environment, plan; Key processes: participating, reflecting]

(ACLITC040)



- participating in taking action in relation to care of the environment, or class rules and routines, for example, *Butta la carta nel contenitore giallo. Aiuta i bambini della prima ad attraversare la strada. Voi due, create il poster*  

- discussing projects as a whole class, for example, *Cosa possiamo riciclare? Come possiamo diminuire l'inquinamento intorno alla scuola? Come possiamo rendere più sicura la strada da casa a scuola?*

Participate in simple transactions such as purchasing and ordering goods and services

[Key concepts: service, transaction; Key processes: transacting, exchanging, planning]

(ACLITC041)



- visiting a café, deli or other store and participating in transactions, for example, *Buongiorno, vorrei un etto di... per piacere. Quanto costa? È troppo caro/costoso*
- organising a swap of toys, magazines, stickers or posters, for example, *Facciamo uno scambio di cartoline. Mi dai questo/questa ...? Io ti offro....*
- participating in buying and selling, using *Grazie, Prego, Quanto costa? Due euro*
- participating in role-plays that involve transactions and opinions (for example, *È bellissimo. È di moda*), asking the price (for example, *Quanto viene? C'è lo sconto?*) and requesting opinions, for example, *Che cosa ne pensi? Secondo me, è ... Trovo ... un po' ...*

Interact in classroom activities and create shared class routines

[Key concepts: routine, class culture; Key processes: explaining, participating, sharing]

(ACLITC042)



- interacting in small groups in class routines, for example, *Come si scrive? Di chi è questo/questa? È mio/mia. È di mio fratello*
- asking to receive things, for example, *Per favore, dammi una penna blu. Per piacere, mi porti ...? Sì/D'accordo/Non posso*
- asking the time, for example, *Che ora è? Sono le ... Quanto manca? 10 minuti.*
- asking where an event is taking place, for example, *Dove si fa la festa? Dove si trova ...? Dov'è ...? In Italia/vicino/lontano/ al numero 6*
- participating in a class discussion on a theme, activity or experience, for example, *La musica di ... è più interessante di ... Secondo me ...*

Informing

Elaborations

Listen to, view and read texts and gather information from a range of sources, including concepts drawn from other learning areas

[Key concepts: lifestyle, leisure, health/wellbeing; Key processes: selecting, researching, comparing, synthesising]

(ACLITC043)



- 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, *Chi? Dove? Quando? Perché? Che cosa?*
- gathering information by interpreting a range of texts, including signs, instructions, directions and diagrams, and then participating in class discussions on 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 (*Metà della classe ... La maggior parte ... Pochi .... Tanti .... Alcuni ... quasi tutti ...*)
- 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



- reordering information, for example, using tables or concept maps and retrieval charts
- 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

Represent information appropriately for different audiences, using a variety of modes

[Key concepts: learning area concepts; Key processes: connecting, informing]

(ACLITC044)



- preparing and giving presentations on familiar, factual topics, incorporating material from print and multimedia texts and class discussion, for example, a summary structured according to a series of questions such as *Chi ...? Dove...? Cosa ...? Perché? Quando?*
- creating a video to present ideas and information to others, using graphics to represent ideas, providing captions for images and labelling maps
- conveying information to others through different text types, for example, an advertisement such as *la festa della cioccolata di Perugia: Vuoi partecipare ...? Ti piace ...? Preferisci ...? Allora vieni a ...*

Creating

Elaborations

Share and compare opinions about ideas in imaginative texts  
[Key concepts: description, story, narrative; Key processes:  
comparing, reviewing; Key text types: recount, narrative,  
biographical description]

(ACLITC045)



- comparing cultural concepts and messages expressed in stories and song lyrics, for example, *La domenica mangiano la pizza. La famiglia fa la passeggiata in piazza; Le famiglie fanno molte cose insieme*
- exploring the sequence of events in texts by creating a storyboard
- relating what they read or view to their own life experiences, for example, asking what the author means by writing: *La mia squadra è 'forte' ma la tua è 'finita'*, and considering how important sport is in their own life for example, *È molto importante, È importantissimo. Per me è/non è importante perché ....*
- noticing and describing commonalities and differences in experiences and ideas of particular characters and aspects of their own daily life, such as in the *Bambini di tutti i colori* story, for example, *In Italia, il pranzo è più ... Mi piace di più lo stile di vita ... Anch' io ... Sono d'accordo*

Create imaginative texts for different audiences such as digital stories and raps using imaginary characters, places, ideas and events

[Key concepts: text, imagination; Key processes: exchanging, performing, creating; Key text types: narrative, description, song lyrics]

(ACLITC046)



- producing songs or short scripted plays or video clips to perform to younger students
- writing and performing own texts, adapting patterns from familiar stories, such as booklets, board games, or creating a different version based on the characters, settings and events of an Italian story, for example, *Tante famiglie tutte speciali*
- completing the end of a story

## Translating

Translate texts, recognising that words and meanings do not always correspond across languages, and expanding descriptions or giving examples where necessary to assist meaning

[Key concepts: alternative, equivalence; Key processes: translating, comparing]

(ACLITC047)



## Elaborations

- noticing that there is not always word-for-word equivalence when moving between English and Italian, for example, in advertisements, websites, shop signs (*Tabacchi*) and warning signs (*Vietato entrare!, È Vietato, calpestare l'erba!*)
- applying intercultural awareness when explaining to others learnt words and expressions, for example, practices related to *hospitality* (*Grazie per l'invito ... Volentieri! Certo! Come no! ...*) or idioms such as *Non vedo l'ora!*
- explaining in English the meaning of culturally significant phrases and concepts encountered in everyday interactions and in signs, for example, *È vietato calpestare l'erba, È vietato attraversare i binari*
- 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 *Diamoci del tu! Dai! Via! Evviva!*
- observing and reporting on the Italian language present in the Australian community, for example, noticing public signs in Italian, texts such as magazines and television programs, and computer games

Create simple bilingual texts and discuss what translates easily or not

[Key concepts: translation, explanation; Key processes: identifying, selecting, modifying]

(ACLITC048)



- creating bilingual texts such as invitations to class or school events, posters to advertise an upcoming event, charts and lists to inform a range of audiences

## Reflecting

Compare everyday social experiences and related language use and consider own responses and reactions and those of others

[Key concept: intercultural understanding; Key processes: comparing, reflecting, connecting]

(ACLITC049)



## Elaborations

- comparing how Italian and English are used in learning to agree/disagree politely with others when questioning and evaluating, for example, *(non) sono d'accordo. Anch'io. Secondo me non è vero/bello/giusto*
- exploring with the teacher aspects of Italian culture that may create comfort/discomfort with the ideas and language used by others, for example, *fare il bidet*
- learning the appropriate phrases to mark respect for age, gender, or social authority
- reflecting on experiences of the Italian language and culture being located in and intertwined with the language and culture of English speakers in Australia, for example, in shop signs (*Barbiere, Panificio, Macelleria, Farmacia, Moda, Cibo, Fiori, Assaggio*)

Share aspects of own identity such as appearance, character, background, family, preferences and experiences, including own role as a learner of Italian, and consider how these aspects contribute to identity formation

[Key concept: intracultural understanding; Key processes: sharing, connecting, reflecting]

(ACLITC050)



- connecting various experiences of learning Italian and describing how learning Italian has influenced own everyday behaviour and language use, for example, using Italian outside the Italian classroom, playing Italian games online, going to dinner at an Italian restaurant and being able to read some of the signs and/or the menu
- connecting various experiences and reflecting on self in interaction with others and how each person is perceived by others, for example, *Sono fiero perché ... Gli italiani in Australia amano.. Mia nonna è contenta quando ... lo sono contento di parlare ... Sono timido ... Non parlo ... Ho imparato ... Ho visto .... Sono sorpreso di scoprire...*

## Understanding

### Systems of language

Develop pronunciation and intonation of Italian-specific sounds (ACLITU051)



### Elaborations

- learning to pronounce double consonants, for example, *la mattina, il cappello, la piazza, fa freddo*
- learning to pronounce z and t sounds
- understanding that there are both grave, for example *è* and acute for example, *perché* accents and learning to insert these into their work electronically

Use grammatical knowledge, to interpret and create meaning in Italian (ACLITU052)



- using both regular and irregular plural nouns, for example, *un ginocchio/due ginocchia*
- using suffixes to modify Italian nouns and adjectives, for example, *treno — trenino; casa — casetta; parola — parolaccia; bravo — bravissimo; fratello — fratellino; povero — poverino*
- recognising the imperative as a formulaic expression, for example, *Dammi!*
- noticing adjective–noun agreement, for example, *I bambini piccoli; Anna è alta ma Mario è basso*
- expressing positive and negative preferences using adverbs to intensify the meaning, for example, *Mi piace molto la cioccolata; Non mi piace tanto ballare*
- expressing negation, for example, *Non sono italiano. Non mi piace l'insalata*
- formulating questions and requests, for example, *Che ora è? Pronto, chi parla? Quando comincia la scuola? Dove andiamo stasera?*
- using ordinal numbers to sequence, for example, *la seconda classe, la quinta, la terza aula*
- recognising the position of adverbs in sentences, for example, *Non vado mai al cinema; Cammino lentamente*
- using present tense of regular, some irregular verbs, and immediate future tense to present situations and events for example, using *avere, essere, stare, giocare, dormire, fare, leggere, scrivere, andare* in sentences such as: *Andrea va a casa alle sei. Anna ha due fratelli. Vado al cinema domani*
- using reflexive verbs and simple past tense as formulaic expressions, for example, *Mi alzo alle sette. Sono andato/a al cinema*
- developing metalanguage to describe patterns, grammatical rules and variations in language structures

Notice and use distinctive features of text organisation in Italian (ACLITU053)



- noticing and using the main features of familiar text types in Italian, for example, emails, text messages, letters and narratives
- expanding the basic sentence structure by using simple conjunctions, for example, *ma, e*

Language variation and change

Elaborations

Recognise that language use varies according to the contexts of situation and culture (ACLITU054)



- discussing the differences in register when using language in different contexts, for example, when giving an oral presentation to the class, talking to friends in the schoolyard, going shopping, or visiting the doctor
- observing that language changes depending on the age and gender of the participants
- noticing that language varies depending on how people feel, who they are interacting with and their relationship with each other, for example, emotive language is used with friends and peers (*Ma dai! Non ci credo! Che barba!*), more formal language is used with unknown adults (*Scusi? Per cortesia*), and a range of salutations of varying degrees of formality are used in written communication (*Tanti cari bacioni/Un grande abbraccio/Distinti saluti*)
- comparing language use in similar social situations in Italian and English

Recognise the dynamic nature of language and culture (ACLITU055)



- investigating how media and digital technologies have changed the way Italian is used, for example, noticing the influence of English words in television programs, advertisements, and text messages
- considering and explaining why word borrowing occurs in the Italian language, asking, for example, Why do you think Italian uses English words for sports like rugby, tennis, cricket and hockey? How would you explain netball or cricket to an Italian student? Why are there no separate Italian words for iPod, Nintendo DS, MP3 or email?

Understand the diversity of languages and cultures represented in the classroom, and the multilingual and multicultural character of Australian society (ACLITU056)



- developing an awareness of the different dialects spoken in Italy and used in Italian-speaking communities in Italy and in the diaspora
- comparing the words they have heard in their home and/or community to ones learnt in class and noticing that there are different dialects in Italian, for example, *bambino* in Italian is the equivalent to *picciriddu* in Sicilian dialect
- discussing the local linguistic landscape, including the presence of Aboriginal and Torres Strait Islander languages



Role of language and culture

Elaborations

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Reflect on their own assumptions about the values, beliefs and cultural norms of Italians compared to their own (ACLITU057)



- 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, *Qual è la differenza? Capisco ma non sono d'accordo*
- noticing similarities and differences between own personal experiences and people, places, events and ideas depicted in Italian print and digital texts, and sharing responses with others
- discussing some generalisations and stereotypes about Italian people and reflecting on their own experiences

## Years 5 and 6 Achievement Standard

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.

## Years 7 and 8

### The nature of the learners

These years represent a transition to secondary school. Students in this pathway are continuing to study Italian, bringing with them an established capability to interact in different situations, to engage with a variety of texts and to communicate with some assistance about their own immediate world and that of Italy and other Italian-speaking communities. They have experience in analysing the major features of the language system and in reflecting on the nature of intercultural exchanges in which they are involved.

### Italian language learning and use

Learners work both collaboratively and independently, exploring different modes and genres of communication with reference to their current social, cultural and communicative interests. They use modelled and rehearsed language in both familiar and unfamiliar contexts and begin to generate some original language. They work in groups to pool language knowledge and resources, and to plan, problem-solve, monitor and reflect. They are encouraged to make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison.

### Contexts of interaction

Italian is used for classroom interactions and transactions, for creating and maintaining a class dynamic, for explaining and practising language forms, and for developing cultural understanding. Additional opportunities for using Italian are provided by purposeful and integrated use of ICTs.

### Texts and resources

Learners read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, imaginative, expressive). They draw upon Italian-speaking people in the local community and beyond to extend their experience of using Italian beyond the classroom and to gain different perspectives on aspects of Italian culture. They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They are supported to identify how cultural values and perspectives are embedded in language and how language choices influence how people, ideas and circumstances are represented. They compose and present texts (for example, media and hypermedia texts, shared stories, poetry, songs/raps, blogs, advertisements, reports, journal entries). They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

### Features of Italian language use

This stage involves learners consolidating their understanding and use of regular forms and familiar grammatical structures. They expand their understanding through noticing variation and non-standard forms, for example, dialects used in the local community. They also notice exceptions to rules, for example, irregular forms. They learn to experiment with past and future tenses in their own texts.

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

### Level of support

This is a period of reviewing and consolidating students' prior learning and providing engaging and relevant new experiences and connections. Students continue to benefit from scaffolding and support, such as the provision of visual and contextual cues when accessing texts. They use models, teacher feedback and resources such as word lists and dictionaries when constructing their own texts.

### The role of English

Italian is used in classroom routines, tasks and structured discussions. English is used, when appropriate, as a basis for comparison of language and cultural systems. It is also used to allow for explanation, reflection and substantive, open-ended discussions to support the development of the use of Italian.

## Years 7 and 8 Content Descriptions

### Communicating

#### Socialising

Initiate and maintain social interaction with peers and known adults by seeking and offering ideas, thoughts and feelings about people, events and experiences

[Key concepts: relationship, experience, community; Key processes: sharing perspectives, exchanging, corresponding]

(ACLITC058)



#### Elaborations

- using appropriate forms of address to express and receive thanks and good wishes, and to apologise, for example, *Tantissimi auguri. Cento di questi giorni. Grazie infinite. Mi dispiace, non posso/sono impegnato. Scusa se non vengo ...*
- exchanging personal information such as routines and experiences, using essere, avere and other common verbs, including reflexive verbs (for example, *Vengo da Sydney. Questo è mio fratello. Vesto leggero*); and comparing their own experiences with those of others in different cultural contexts, for example, *È più grande di me e studia economia*
- sharing views and creating spoken and written texts about favourite forms of entertainment, celebrities and significant figures, and expressing preferences, feelings and opinions, for example, *Ogni weekend vado al cinema/al mare. Gioco a ... Sono andato/a ... ho visto.. ho comprato ... ho mangiato*
- recounting events, describing activities and personal experiences, for example, *Dove sei andato/a? Con chi? Cosa hai fatto?; Mi sono divertito/a. Il cinema/teatro era interessante*

Contribute to collaborative planning of events, experiences and activities, considering options and negotiating arrangements

[Key concepts: event, celebration, experience; Key processes: negotiating, suggesting, requesting, explaining]

(ACLITC059)



- sharing suggestions with peers to organise class events such as an excursion to the market, a party, hosting a guest or giving a community performance, for example, *Chi prenota il treno? Si parte alle ... Si inizia con la visita di ... Si invita il preside? Chi viene? Cosa dobbiamo potare?*
- 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, *L'appuntamento è per giovedì alle 14.00*
- describing plans, arrangements and actions, making suggestions, providing reasons for their own preferences and negotiating outcomes, for example, *Organizziamo la vendita dei nostri lavori per raccogliere soldi per comprare ... Sponsorizziamo ... Come possiamo aiutare i rifugiati nella nostra scuola?... Scriviamo una lettera al Consiglio Comunale per chiedere un contributo ...*
- comparing and contrasting alternatives, agreeing or disagreeing, accepting and declining when deciding what to do, where to go or what to choose, for example, *Non posso, mi dispiace. Ho da fare. Venite al cinema questo sabato?*
- negotiating options, for example, *Vuoi fare un giro in bicicletta? Posso/non posso. Oggi no, domani sì. Forse sì/no. Vengo più tardi. Come possiamo contribuire al progetto di solidarietà con...?*

Participate in transactions related to purchasing goods and services, such as buying clothing and tickets and evaluating 'value for money'

[Key concepts: exchange, etiquette; Key processes: transacting, negotiating, comparing]

(ACLITC060)



- participating in real and imagined transactions and negotiating when shopping or ordering, for example, *Quanto costa il biglietto per ...? Preferisco viaggiare in seconda classe. Posso? Vorrei vedere l'ultimo modello della Nokia. I pantaloni vanno bene; la camicia è larga, c'è la taglia più piccola? Costa troppo! Che affare!*
- participating in role-plays to purchase goods and services, demonstrating understanding of shopping etiquette in Italy

Participate in classroom activities, giving and following instructions, asking questions to clarify purpose, and describing procedures and actions taken

[Key concepts: community, classroom culture; Key processes: reflecting, explaining, exemplifying]

(ACLITC061)



- asking for, giving and following instructions, for example, *Dov'è la casa di ...? Come si usa ...? Clicca sul pulsante. A cosa serve questo tasto? Scegli il programma dal menu e clicca sull'icona. Per quale motivo?*
- reflecting on and expressing opinions on experiences in the classroom and beyond, for example, *Secondo me ... Preferisco ... Quest'esempio mi fa pensare a ...*

Informing

Elaborations

Analyse, summarise and share key ideas and information from a range of texts

[Key concepts: fact/fiction, representation, perspective, choice; Key processes: identifying, comparing, sequencing]

(ACLITC062)



- comparing Italian travel brochures and itineraries, identifying aspects such as transport arrangements, costs, places of interest and accommodation options, for example, to advise visitors or to plan an itinerary for a particular group of visitors, *Si può andare a ...; sia in treno che in autobus; l'autobus è più economico; costa meno ...; può fermarsi a ....*
- interviewing peers (from their own class or from Italian schools) about routines, practices, preferences and choices, and presenting the findings using formats such as profile posters, charts and timelines, for example, *L'esito del questionario sulla musica: il cantante italiano è più popolare, ma quello americano è ...*
- viewing television programs and listening to radio news, and identifying key information, for example, *Attenzione, elencare solo le città e i film*
- summarising the main points of texts, deducing the meaning of some unknown words and phrases, and identifying cultural references, as well as representations, images and other content which contribute to the overall meaning, for example, *Alcuni ragazzi vivono in famiglie numerose, con i nonni o in famiglie allargate con nuovi genitori e altri fratelli e sorelle*
- using a range of tools such as graphs, tables, mind maps, concept maps and charts to organise findings and present them to others
- comparing different perspectives on specified topics

Convey ideas and opinions by creating spoken, written and multimodal texts

[Key concepts: youth issues, representation; Key processes: informing, persuading, responding]

(ACLITC063)



- creating spoken, written and multimodal texts to inform others about local places, events, activities, recommended places to visit and activities to do with family and friends, for example, *Vi consigliamo di visitare ... Vi invitiamo a fare il giro della città*
- designing persuasive texts such as posters and brochures (for example, to advocate for sustainable water use for example, *La doccia non deve durare più di tre minuti*), or creating a report on the best games or apps to buy
- ✿
- experimenting with language appropriate to particular text types, such as descriptive language in short magazine articles, or emotive language in diary and journal entries, for example, *Il concerto è stato un gran successo. Caro diario, che bella giornata! Oggi non ho voglia di andare a scuola. Il documentario parla di ...tratta il tema di/si tratta di ...*

Creating

Elaborations

Respond to a range of imaginative texts by expressing ideas and opinions about the themes, characters, events and cultural attitudes conveyed, and relate to personal experience  
 [Key concepts: narrative, relationships, values; Key processes: interpreting, comparing; Key text types: story, film]

(ACLITC064)



- responding to the key ideas of a story, film or poem by giving a personal opinion, describing pros and cons, or expressing perspectives about the characters
- comparing different students' responses to the same story, event, character or place to consider different perspectives
- considering the language, beliefs and values of characters in traditional and modern literature and Italian popular culture, for example, viewing excerpts from contemporary films and discussing personal responses to and the sociocultural context of the film
- comparing aspects of Italian texts to the way similar issues are portrayed in English-language texts

Create texts for particular audiences that depict experiences or topics of interest  
 [Key concepts: imagination, audience; Key processes: describing, contextualising, narrating, recounting, expressing; Key text types: narrative, description, recount]

(ACLITC065)



- creating cartoons, picture stories, plays or big books for younger audiences
- creating and performing own 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 own texts to others'
- creating a short film with subtitles depicting an aspect of contemporary teenage life from an Italian, Australian or diasporic perspective

### Translating

Translate texts, discussing different versions and why these might occur  
 [Key concepts: equivalence, meaning; Key processes: translating, experimenting, comparing]

(ACLITC066)



### Elaborations

- translating short phrases or texts, noting culture-specific words and phrases and discussing alternatives, equivalence or non-equivalence, for example, *fare la passeggiata*
- translating texts describing events occurring in present and past, considering that Italian expresses concepts across time in different ways to English
- selecting from options to translate short phrases and texts, and explaining choices
- taking note of 'false friends' in translation, for example, that the English word 'annoyed' does not translate to '*annoiato*' in Italian
- comparing own translation to one done by using an electronic translator, and discussing the advantages and disadvantages of using electronic translators and the sort of issues that emerge from their use
- using strategies to avoid literal translation
- using monolingual and bilingual dictionaries and word lists to assist in developing meaning

Create short bilingual texts such as captions, stories and commentaries

[Key concepts: equivalence, comparison; Key processes: translating, experimenting]

(ACLITC067)



- creating bilingual resources such as glossaries, signage, recipes, children's stories, factual reports, timelines or brochures, both individually and collaboratively
- creating and presenting a bilingual oral history (possibly including fragments of dialects) of an older Italian person

## Reflecting

Participate in intercultural experiences to discuss cultural practices, comparing own and others' reactions and responses

[Key concepts: cultural comfort, cultural assumption; Key processes: reflecting, comparing, questioning, relating]

(ACLITC068)



## Elaborations

- interacting with members of Italian-speaking communities and sharing own experiences as a learner of Italian, for example, describing duration of learning, place of learning and opinions about the experience
- engaging with young Italians, in the local community or virtually, to share and compare information, values and beliefs about topics of interest
- reviewing and responding to aspects of cultural practices represented in authentic texts such as advertisements, brochures and menus to discuss the cultural differences that are evident and the reactions of members of the class to these differences
- selecting and reflecting on aspects of the Italian language and culture that could easily be adopted in Australia, and explaining reasons for choices
- considering how one's own ideas, practices and responses may be perceived by Italians both in Italy and in Australia
- recognising the culture-based assumptions that participants bring to intercultural exchanges

Reflect on own participation in intercultural exchange and consider how this shapes own identity over time

[Key concepts: identity, intercultural sensitivity; Key processes: comparing, reviewing, reflecting]

(ACLITC069)



- creating a learning journal or autobiography relating intercultural experiences and their impact
- recognising own culture-based understanding of ideas and experiences
- reflecting on own positioning in exchanges with members of the Italian community

## Understanding

### Systems of language

Develop an understanding and use the sound system of Italian (ACLITU070)



### Elaborations

- examining differences in pronunciation of consonant and vowel combinations, double consonants, stress and accents, and applying to own work, for example, *famiglie*, *gnocchi*, *chiese*, *barche*, *chiavi*, *buono*, *cena*; *sono* and *sonno*, *vale* and *valle*; *felicità*, *capacità*
- recognising the differences in tone and rhythm between statements, questions, exclamations and commands when speaking, interacting and expressing emotion, for example, *Vai a casa? Va' a casa! Oh! E? Ahimè!*

Use grammatical knowledge to extend meanings, including knowledge of irregular, reflexive and modal verbs (ACLITU071)



- learning to use:
  - nouns: gender and number, regular and irregular
  - suffixes such as *-ino/a*, *-issimo/a*, *-etto/a*, *-astro/a*, for example, *grande-grandissimo*, *piccolo-piccolino*, *casa-casetta*, *figlio-figliastro* and *figlia-figliastra*; and prefixes such as *pro-* and *bis-*, for example, *prozio* and *bisnonno*
  - pronouns, including subject pronouns and direct object pronouns
  - articulated prepositions, for example, *di*, *tra*, *con* plus articles *a*, *di*, *da*, *in*, *su* plus article; and prepositions which do not combine, for example *tra*, *per*
  - adverbs to qualify verbs, for example, *proprio*, *troppo*, *abbastanza*, *specialmente*, *spesso*, *nemmeno*, *peraltro*, *non... né... né...*
  - negative constructions including the double negative, for example, *Non vado mai in centro. Non c'è niente/nessuno...*
  - verbs to express action in time, using a range of regular and some irregular verbs, reflexive verbs in the present tense, perfect and imperfect, and exposure to the impersonal *si*; using modal verbs to express ability, possibility, likelihood and permission

Apply understanding of distinctive features of text organisation (ACLITU072)



- describing and applying the main features of familiar text types in Italian, for example, letter, email, description, narrative, report
- 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

### Language variation and change

### Elaborations

Recognise how language use varies depending on the context of the situation and the context of culture (ACLITU073)



- identifying the way in which the choice of vocabulary and grammar relates to variables such as age, social status, relationship and situation
- 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
- 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 *Non mi piace* and *Non mi piace per niente*

Recognise the impact of media and technology on the way Italian is changing as a language of local and international communication (ACLITU074)



- discussing global and cultural influences on the Italian language and noticing when and how hybrid forms are used, for example, use of numbers, mathematical symbols, single letters and acronyms to replace words in SMS messaging, such as *TVTb (ti voglio tanto bene)*, *6 (sei)*, *x (per)*
- investigating the impact of the media on the Italian language by analysing headlines, advertisements and news reports, and comparing these with texts in English (for example, comparisons of vocabulary or syntax) noticing how English is modifying Italian in particular spheres, for example, language used in the entertainment industry, in movies and television series; and language used to express contemporary concepts (*match, hardware, fast food, acquagym, relax, weekend, budget, fiction*)

Understand the value of communicating within and across languages, and discuss the interrelationship between Italian, English and other languages (ACLITU075)



- discussing how loan words in both Italian and English have come from other languages such as Latin and Greek, for example, *agenda, census, via, metafora, stigma*
- understanding differences between standardised language and dialects, comparing words used in the home and/or community to those used in formal settings such as school, for example, *guaglione* or *toso* and *ragazzo*
- reflecting on the history of Italian migration to Australia, the formation of communities of speakers of Italian in specific cities and suburbs, and the resulting regional variations of language, such as Australo-Italian, and the impact of Australian English on the local Italian community
- analysing the influence of the Italian language on English in areas such as food, music and fashion, and considering the value of this influence

### Role of language and culture

### Elaborations

Analyse the ways in which choices in everyday language use reflect cultural practices and values (ACLITU076)



- understanding the significance of cultural concepts and how these relate to social conventions and are reflected in language use, for example, *Salute! Cin Cin! Buon appetito!*
- observing the connection between some names and regional and family connections or religion
- discussing culturally significant concepts encountered in texts (for example, *Fare la passeggiata. Fare bella figura. Andare a trovare qualcuno*) and making comparisons with Australian culture
- analysing the meaning and use of proverbs and sayings (for example, *l'abito non fa il monaco*) and considering equivalents in English and other languages

## Years 7 and 8 Achievement Standard

By the end of Year 8, students use spoken and written Italian to interact in a range of personal and social contexts. They describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds, for example, *Ecco mio padre. Si chiama Edoardo. Ha quarantadue anni.* They understand main points and some specific details in a range of texts organised around known content and including some unfamiliar language. They express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts, for example, *Io comincio la scuola alle otto e mezzo. Le materie che studio sono l'inglese, la matematica, le scienze e la storia.* They express views on familiar topics and make comparisons, adding their own opinions or reasons, for example, *Mi piace il mio amico perché è buffissimo. Mi piace anche perché è veramente intelligente.* They apply their understanding that texts vary according to purpose and audience, and use contextual clues, questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. They give some justification for their interpretations of texts. They ask questions and seek clarification. Students create cohesive and coherent texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary, including different modal verbs and tenses, for example, *Non posso venire alla partita perché devo studiare.* They use conjunctions, adjectives and adverbs to elaborate meanings, for example, *La professoressa di matematica è molto simpatica ma il professore di educazione fisica è qualche volta troppo severo.*

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives. They know that language is chosen to reflect contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They know that languages do not always translate directly. They reflect on how they interpret and respond to intercultural experience, and to aspects of Italian language and culture, and discuss how their responses may be shaped by their own language(s) and culture(s)./

## Years 9 and 10

### The nature of the learners

At this level, students bring existing knowledge of Italian language and culture and a range of language learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including the possible role of Italian in these.

### Italian language learning and use

This is a period of experimenting with a range of modes of communication (for example, digital and hypermedia, collaborative performance and group discussions). Through their greater control of language structures and growing understanding of the variability of language use, learners become more confident in communicating in a range of contexts. Learners use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately, for example, noting the influence of technology, media and globalisation on language use and communication.

### Contexts of interaction

Learners interact with peers and teachers in their immediate school context and with members of broader Italian communities and resources available through a range of actual and virtual environments.

### Texts and resources

Learners extend their familiarity with text types and language functions by balancing attention to language forms with purposeful language use. Sequences of tasks provide opportunities for collaborative planning and performance, resource development, and increased use of different language and cultural resources. Learners strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Media resources, fiction and nonfiction texts, performances and research projects allow for exploration of themes of personal and contemporary relevance (for example, global and environmental issues, identity and relationships, and linguistic and cultural diversity). Learners develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange.

### Features of Italian language use

The focus of learning Italian shifts to expanding learners' range and control of the linguistic systems to develop the sophistication of language use. They learn to choose appropriate tenses, to identify and create mood, and to use cohesive devices to create extended texts such as narratives, reports and dialogues. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions (for example, adverbs, conditional, imperative, subjunctive, past tenses, reflexive verbs).

### Level of support

Learners are encouraged to develop greater autonomy, to self-monitor, and to adjust language in response to their experience in different contexts. They develop independent skills to access resources such as textbooks, dictionaries and online translators, and to critically evaluate the effectiveness of such resources and their role in learning and communicating. Students continue to benefit from scaffolding and support to access and create increasingly complex texts, such as the provision of visual and contextual cues.

### The role of English

Italian is used for interaction within and beyond the classroom, for task accomplishment and for some discussion of ideas in texts. English is used, as and when appropriate, to facilitate comparison, evaluation, reflection and substantive discussion.

## Years 9 and 10 Content Descriptions

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### Communicating

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#### Socialising

#### Elaborations

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Initiate, sustain and extend discussions related to aspirations, relationships and contemporary social issues

[Key concepts: relationship, youth, experience; Key processes: discussing, debating, explaining, corresponding]

(ACLITC077)



- corresponding with peers throughout the year (for example, by phone, Skype, email or wikis) to build relationships and share views about home, school, lifestyle, leisure activities and interests
- 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, *Questo è il dottor Bianchi. Le presento la dottoressa Russo. Piacere! Che lavoro fai? Cosa facevi tre anni fa, in Italia? Cosa bevi a tavola? Ben arrivato/a! Entri! Prego. Le dispiace inviarmi una copia di ... Distinti saluti*
- sustaining exchanges with others by acknowledging, asking for repetition or clarification, or questioning further, for example, *Scusi non ho capito, può ripetere, per favore? Potrebbe ascoltare, per favore? Può aiutarmi a ... Mi sono dimenticato/a di ...*
- 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, *Ah, ora capisco! È davvero interessante. Come hai/ha detto? Eh sì! Ma scherzi!*
- interviewing class members to gauge views about aspects of daily life (such as school, pastimes, relationships and the local environment), and discussing as a class the major themes and concerns that emerge, for example, *Come mai ...? Perché ...? Secondo te ...? Forse ... pensi che ...? È chiaro che ...*
- 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, *Ti è piaciuto/a la puntata/il concerto di ...? Cosa pensi di ...? Preferisco ... Penso che ... Vorrei ... Mi piace di più ... Purtroppo ... Insomma!*
- debating pros and cons related to topics such as *adolescenti a dieta* or the *l'uso dei social media*, for example, *Sono pro/contro ... perché ... Di pro/contro c'è*
- exchanging letters, emails and videos with peers in Italy, comparing aspects of youth lifestyle, school and environment, using comparisons when expressing thoughts and ideas, for example, *Come trascorrerete le vacanze estive? Come voi, anche noi andiamo in Italia ...*

Contribute ideas, opinions and suggestions in interactions related to shared tasks and problem-solving, managing diverse views

[Key concepts: perspective, diversity, collaboration; Key processes: discussing, organising, planning, negotiating]

(ACLITC078)



- contributing suggestions about purposes, processes and roles in collaborative planning such as creating an itinerary for a visiting Italian student, for example, *Come? Vorresti vedere ...? Che ne dici di ...? Cosa ne pensi di ...? Vogliamo ...? Ti piacerebbe ...?*
- planning and making decisions with others (for example, about an event or visit), expressing preferences and asking questions to clarify intentions, for example, *Bisogna/propongo di fare così ... Prima andiamo a ..., poi ci fermiamo a ... Torneremo a casa entro le nove. Cosa pensi se ...? Sei d'accordo? Va bene?*
- participating in scenarios such as visiting friends or going on an outing to the city, including negotiating options and stating wants and needs (for example, *Se viene ..., vengo anch' io. Secondo te, sarebbe meglio se ...?*); inviting peers to attend a celebration or party, and expressing agreement, disagreement, disappointment or enthusiasm when accepting and declining offers, requests and invitations, for example, *Che bello! Non partire senza salutarmi ... Non credere a queste cose. Conviene prendere l'autobus. T'interessa venire ...? Sei libero ...? Non mi va. Che delusione!*
- making shared decisions, solving problems and discussing alternative solutions
- contributing suggestions in the context of undertaking a social project such as visiting a childcare centre or the local Italian aged-care home

Participate in spoken or written transactions to obtain goods and services, including expressing views on quality and making complaints and recommendations

[Key concepts: negotiation, value; Key processes: interacting, persuading, complaining]

(ACLITC079)



- participating in face-to-face interactions with peers to persuade them to purchase items such as tickets, games or clothing, for example, *Questa giacca è la più elegante di tutte; ma questa costa meno, pur essendo di un bel tessuto*
- exchanging a purchased item, for example, *Mi dispiace, ma non funziona bene, c'è un difetto ... Vorrei cambiarlo/a*
- negotiating over price, for example, *Costa un po' troppo, mi può fare uno sconto? È se ne compro due paia?*

Interact in discussions by questioning, making suggestions and expressing opinions, and reflect on experiences of classroom interactions

[Key concepts: interaction, relationship, perspective; Key processes: expressing, questioning, reflecting]

(ACLITC080)



- interviewing class members, asking them, for example, to review an experience or to make suggestions for future study topics in areas of interest, for example, *A mio parere ... Forse ... Un' idea sarebbe; Si potrebbe ampliare la seconda parte. Sei d'accordo di/se ...?*
- 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, for example, *fare feste, fare il filo a ..., a mani vuote, perdersi, spalmare, rendere pan per focaccia*

Informing

Elaborations

Analyse, synthesise and evaluate ideas and information from multiple sources on a range of contemporary issues

[Key concepts: perspectives, representation, bias; Key processes: interpreting, evaluating, summarising, connecting, analysing]

(ACLITC081)



- listening to, viewing and reading authentic texts and asking critical literacy questions such as *Chi è l'autore?; Di cosa si tratta?; Per chi è stato scritto?; Qual è il tema?; Da quale/i punto/i di vista è presentato? Qual è lo scopo?*
- gathering information on an issue from different sources and reporting on it to others, using tools such as tables, graphic organisers and charts, and discussing whether the information is similar or different in different sources and why
- extracting details and main ideas, making judgments about their relevance and discussing contrasting points of view, for example, selecting the main events from an article, identifying core data from interviews, identifying gist and main point/s of a spoken interaction, or analysing different interpretations of meaning in a conversation
- 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
- comparing different perspectives on the same event or on a topical issue such as *i rapporti intergenerazionali, l'ambiente, le scelte alimentari, il consumo del grano transgenico, i rapporti genitori-figli*
- using dictionaries effectively and accessing reference materials such as word lists and grammar references in print and online resources to assist and refine understanding of content

Give information in different forms, offering own views in relation to the content and considering the significance for particular audiences

[Key concepts: media, message, opinion; Key processes: designing, evaluating, persuading]

(ACLITC082)



- using models of media texts such as television reports, video clips and social media to create informative texts in spoken and written form, to achieve different purposes, for example, to persuade, to entertain or to inspire, 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, *Il tempo previsto per domani è ... L'aspetto più interessante da capire è ... Venite in Liguria! Vi aspettiamo! Cosa aspettate? Insomma gli immigrati possono essere una grande risorsa. Le olive siciliane sono le più gustose.*
- 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 choices
- conveying ideas drawn from different areas of learning (such as health and nutrition, design, or biological science) to inform others, for example, *Venite! Ascoltate e provate ...! Usalo/a due volte al giorno e non te ne pentirai!*

Creating

Elaborations

Read, discuss and review a range of imaginative texts and respond by expressing opinions, explaining the themes, discussing characters, and considering language use and cultural meanings

[Key concepts: imagination, emotion, voice; Key processes: interpreting, comparing; Key text types: short story, biography, film, poem, song]

(ACLITC083)



- analysing and discussing emotional impact of text features such as use of hyperbole and metaphors to express emotions and convey attitudes, for example, *Mi piace da matti/da morire! ... È una vita che aspetto! Sei una volpe! ... La Divinia Commedia è lo specchio della società medievale italiana*
- investigating the social context in which a text was created and how these factors influenced the ideas and expression of the text, for example, considering the author's background, prior or related events and figures of importance, for example, *Mi piace da morire!*
- interpreting the use of images, sounds, gesture and language choices to convey cultural concepts and ideals in Italian texts, for example, the didactic nature of Italian pop songs, the neorealism of Italian film, social issues captured in graffiti
- listening to, viewing or reading traditional and contemporary texts such as stories, fables, films and songs to understand how moral values and characteristics are portrayed, such as being respectful, caring, clever and honest
- expressing thoughts and ideas about how texts convey implicit and explicit values and beliefs which are associated with Italian culture across generations, for example, viewing and discussing excerpts from *La vita è bella*, *Pane e tulipani*, *Pane e cioccolato* or *America*, or discussing the historical setting of the film *Caterina va in città* and the main character's attitude to life
- reading contemporary texts such as poetry or song lyrics to explore and discuss aspects of Italian society and culture that are addressed, for example, current social themes such as youth, unemployment, immigration to Italy, asylum seekers, education, university

Create a range of imaginative texts, considering how to represent ideas, characters and events

[Key concepts: emotion, expression, choice, voice, stance; Key processes: composing, reviewing, considering impact; Key text types: song, poem, story, drama]

(ACLITC084)



- creating stories with various settings, characters and events, using, for example, video, cartoon, games
- creating texts to entertain others by expressing ideas such as romance, danger and excitement, for example, *Sei bella come il sole! Attenti! Mamma mia! Acqua azzurra, acqua Chiara. Sei matto!*
- creating reflective texts to present feelings about themes of personal or social relevance, such as friendships/relationships and contemporary issues, *Mi fa paura. Mi fa arrabbiare. Mi sorprende. Mi dà coraggio. Non sopporto la violenza dell'uomo sulla donna. Ho un sogno ... Mi piacerebbe ... Condivido le opinioni/le idee di ... perché ...*

Translating

Elaborations

Translate a range of texts and discuss how to convey concepts across different linguistic and cultural contexts  
[Key concepts: representation, sensitivity, equivalence; Key processes: translating, reviewing, comparing]

(ACLITC085)



- analysing texts such as signs and considering the lack of equivalence in translation, for example, *le maschere della Commedia dell'Arte, l'abito bianco nel matrimonio, il vestito nero, i riti del funerale, la visita domenicale al cimitero, I "fiori dei morti"*
- reading and listening to multiple interpretations of the same text and to different perspectives within texts in Italian (for example, reading messages on a particular theme on social media sites, emails, blogs and wikis), and sharing understanding of cultural meanings and opinions
- reflecting on their own experiences of the process of translating
- using strategies to maintain the integrity of meaning of original texts when translating and interpreting for different audiences, for example, considering the use of register, colloquialisms and idioms, and explaining culture-specific concepts such as 'the outback' or 'slip, slop, slap'

Create bilingual texts that reveal aspects of Australian culture for Italian-speaking audiences and vice versa  
[Key concepts: cultural positioning, sensitivity; Key processes: translating, captioning]

(ACLITC086)



- creating bilingual texts for Italian speakers in Australia, for example, leaflets about recommended goods and services for students, businesspeople, a sports team or senior citizens arriving from Italy
- creating bilingual signage for an event, bilingual captions for a display, or bilingual text for a discussion board

## Reflecting

Reflect on participation in intercultural exchange, taking responsibility for contributing to mutual understanding  
[Key concepts: meaning, representation, history/origin, understanding; Key processes: comparing, reflecting]

(ACLITC087)



## Elaborations

- exchanging correspondence with peers, reviewing and adapting own contribution when meaning is not clear, for example, providing further explanation or an alternative way of expressing an idea, for example, *Intendo dire che ... Sottolineo l'importanza di ...*
- considering own and others' responses and reactions in Italian–English intercultural exchange, questioning assumptions and values
- creating texts to share with Italian peers, considering how own cultural practices and values may be interpreted, for example, ways of showing respect, family taboos, or involvement in religious, sport or community organisations
- reflecting on and explaining practices that need to be considered when communicating across Italian- and English-speaking languages and cultures
- considering how their own behaviour may be interpreted by Italians in Italy and in the diaspora
- analysing correspondence with Italian peers to notice what questions are asked about lifestyle and practices in Australia, and reflecting on own questions and the assumptions these reveal

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Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal identity

[Key concepts: membership, self/other, identity, multiplicity;  
Key processes: reflecting, explaining]

(ACLITC088)



- sharing ideas about themselves (for example, describing memberships and special talents, explaining family traditions, writing an autobiographical text), and reflecting on themselves as an interactant in Italian/English intercultural exchanges and how they want to be perceived
- considering how their identity has changed over time, based on experiences recorded in a journal throughout the school year
- expressing to others how Italian is part of their identity, and reflecting on when, how and why they use Italian (and other known languages)
- reflecting on how language and culture shape their identity, history and understanding

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## Understanding

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### Systems of language

Use appropriate Italian pronunciation, stress and intonation in increasingly complex sentences and texts (ACLITU089)



### Elaborations

- developing control of consonant and vowel combinations, double consonants, intonation, stress and accents when reading aloud
  - recognising that pronunciation, intonation, rhythm and pace assist in making meaning in interactions and applying this knowledge to own communication, for example, in reading stories to young children, asking questions, expressing emotion, exclamations and commands
-

Extend grammatical knowledge, including present, past and future tenses, and the conditional and subjunctive mood, to interpret and create meaning in texts (ACLITU090)



- introducing additional information when describing actions, people and objects by using a range of prepositions, including articulated prepositions and special uses of *a*, *di* and *da*, for example, *Pratico il nuoto da 6 anni. Hai una faccia da schiaffi! Fatto a mano!*
- using pronouns to refer to the person carrying out an action or to refer to somebody or something, including personal pronouns (use, position and elusion), reflexive pronouns, direct and indirect object pronouns, relative pronouns, demonstrative pronouns, possessive pronouns, and the use of the impersonal *si*, *ci/vi*, *ne*
- using adverbs and adverbial phrases of manner, place and time to modify the meaning of verbs and adjectives, for example, *proprio*, *troppo*, *abbastanza*, *specialmente*, *soprattutto*, *spesso*, *quasi mai*, *nemmeno*, *neanche*
- describing events across different times, choosing appropriate tenses, including present, present perfect, imperfect and future tenses, conditional and the subjunctive mood
- connecting or elaborating clauses by using conjunctions, including *siccome*, *invece*, *sebbene*, *nonostante*, *anche*, *dunque*, *quindi*, *cioè*
- using cohesive devices to link, clarify, contrast, relate or sequence ideas and modify meaning in written and spoken texts, for example, *Non avevo più soldi, quindi sono tornato a casa*
- developing metalanguage to extend discussions of word order, tenses and verb moods, using terms such as 'adverbs', 'pronouns', 'conditional' and 'subjunctive', for example, How do we form the present perfect tense of a reflexive verb? What is meant by the subjunctive and when is it used?

Analyse and apply linguistic, cultural and textual features of specific text types (ACLITU091)



- using knowledge of text types in Italian to analyse different texts, for example, a narrative, letter, recipe, message or report
- comparing Italian and English versions of particular text types, noticing any differences
- using knowledge of text types to create texts that respect the conventions

## Language variation and change

## Elaborations

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Investigate how language varies according to context and speakers (ACLITU092)



- comparing texts created for different audiences, such as advertisements, brochures and signs for urban and rural communities or different regions, noticing how the language reflects ideas and concerns that are important to different communities
- analysing differences in lexis and syntax between regional uses of Standard Italian and dialect
- exploring texts associated with particular subgroups in Italian communities (for example, children, youth, women, the elderly, rappers, police, athletes) to understand how groups develop their own language and how this influences membership
- analysing degrees of formality in correspondence and dialogue to discover features of language that affect formality, for example, the use of the subjunctive (*Qualunque cosa vuoi, non fare complimenti. Qualunque cosa Lei voglia, non faccia complimenti*)

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Recognise how Italian language and culture have evolved and how they continue to change over time due to influences such as changing contexts and intercultural contact (ACLITU093)



- develop awareness of the ecology of languages in local settings by collecting examples of Italian used in the local landscape, such as in particular parts of the city or at markets, and discussing how phenomena might be explained, for example, by noticing the demographics of a particular suburb or noticing the use of Australo-Italian
  - investigating trends in the use of dialects and Standard Italian (for example, by interviewing members of Italian communities to discuss contexts in which dialects and/or Standard Italian are used) and reflecting on hybrid language use, particularly in the context of the diaspora
  - exploring the dynamic nature of language, such as the influence of English in Italian, to express concepts and practices in areas such as music, technology and popular culture, for example, *clizzare, digitare, formattare, autostop, autogrill, il manager, la leader*
  - analysing samples of Italian language captured in different contexts in which Italian is used, and identifying influences of other languages and cultures
-

Understand that language use has the power to influence social relationships, beliefs and values (ACLITU094)



- examining the language of texts such as protest songs, posters and graffiti to identify ways in which language is used for social commentary
- identifying features of language such as lexical choices and idiomatic expressions used to achieve different purposes, for example, *Chiamaci — ti aspettiamo* (advertising). *Batti un colpo*
- investigating the impact of media and technology on Italian, including blended forms used to express new concepts, for example, the influence of English in Italian media (*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*)
- analysing Italian vocabulary related to art, music and cuisine and the impact this has had on other languages, for example, the use of terms such as *opera*, *chiaroscuro*, *allegro con brio*, *le lasagne verdi*
- reflecting on own experiences of the influence of language and culture, identifying experiences of inclusion or exclusion, or the marking of respect, values and attitudes

#### Role of language and culture

Analyse how linguistic choices construct and reflect ideas, practices and values, and consider how these influence the exchange of meaning (ACLITU095)



#### Elaborations

- identifying specific expressions that reflect cultural concepts in different experiences and texts, for example, *sono in pausa pranzo, faccio il pisolino, Andiamo a prendere un aperitivo*
- reflecting on how linguistic choices of different language users might be interpreted by speakers of Italian
- explaining how certain sentence structures reveal differences in social status, cultural background and generation, for example, use of *voi* form instead of *Lei* in *Nonno, cosa pensate di questo?*
- keeping a journal to record perceptions of how using and learning Italian has impacted on their own assumptions about Italian language and culture
- noticing that people's choice of language in interactions reflects their cultural situatedness/positioning

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They discuss topics such as education, work, the environment and youth issues as well as concepts from a range of learning areas. They recount experiences, and express feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements with both coordinating and subordinating conjunctions, for example, *Era stanca, così non è uscita. Non mi piace quel romanzo perché è triste! Prima siamo andati al cinema, poi siamo andati a prendere un gelato.* They demonstrate grammatical control when using complex sentences. They create a range of connected texts and interact with some degree of personalisation on a variety of subjects related to their own interests. In classroom discussions, they present and communicate personal thoughts and opinions, and account for and sustain a particular point of view, for example, *Non c'è dubbio che ... Credo che questi articoli offrano solo un punto di vista.* They identify key ideas in different text types dealing with both concrete and abstract topics. They follow the development and relationship of ideas, identifying, for example, identifying sequencing, cause and effect, and consequences. They compare and evaluate ideas across languages and cultures, for example, *Secondo me ... dal mio punto di vista ... per quanto mi riguarda. I giovani italiani sono più interessati nella politica.* They discuss future plans and aspirations. Students develop and defend interpretations of texts and diverse points of view, and elaborate, clarify and qualify ideas using supporting evidence and argument. They present real or imaginary events and experiences in narratives, descriptions and recounts. They translate texts and produce bilingual texts, recognising that not all concepts can necessarily be rendered fully in another language.

Students reflect on their experience of learning Italian language and culture. They exchange opinions and responses, noting how these may have changed over time. They identify ways in which writers and speakers make choices when using language, and make connections between language used, cultural concepts expressed and their own experiences or views. They reflect on their own and others' use of language, the language choices made, and the cultural assumptions or understandings which shape them. They analyse how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

# The Australian Curriculum Languages - Italian Years 7–10 (Year 7 Entry) Sequence

## Years 7 and 8

### The nature of the learners

Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students' textual knowledge developed through English literacy learning supports the development of literacy in Italian. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

### Italian language learning and use

Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

### Contexts of interaction

Opportunities for interaction in Italian are provided through working with the teacher and peers in class, and using resources and materials, including online resources as appropriate; there is also some interaction beyond the classroom with members of Italian communities. Italian is used by the teacher in classroom routines, structured interaction and learning tasks.

### Texts and resources

Students listen to, read, view and interact with a range of texts for a variety of purposes, such as personal, social, informational, transactional, imaginative and expressive. They develop skills in planning, drafting and presenting descriptive and informative texts and participate in collaborative tasks, games and discussions. They compose and present simple texts such as stories, poems, songs/raps, blogs, advertisements, reports and journal entries. They develop metalanguage for referring to Italian language and learning, and use processing strategies, such as comparing and categorising, that draw on their developing understanding of text conventions and patterns. They learn to identify how cultural values and perspectives are embedded in texts and become aware that language choices determine how people and circumstances are represented.

### Features of Italian language use

Students become familiar with the pronunciation and sound system of Italian, noting similarities and differences with English. They build a vocabulary relating to people and objects in their immediate worlds. They learn how to use definite and indefinite articles. They learn how to form singular and plural nouns, to recognise patterns of noun categories and to understand the general rule of gender and agreement. Students learn simple sentence construction (subject–verb–object), which is enriched by the use of adjectives. They create their own texts mainly using the present tense of regular and common irregular verbs. They gradually build more extended texts, using cohesive devices. Students develop language for interacting with the teacher and each other. They learn to distinguish between formal and informal register. They develop a metalanguage to describe and discuss features of Italian.

### Level of support

Students require support to build on existing language-learning strategies and knowledge, such as using mnemonic devices and developing a metalanguage to talk about language and culture and about language learning. Scaffolding is continuously provided by the teacher and by support materials such as word banks, focused language activities, and interactive models of language use and analysis.

### The role of English

English serves two main functions in the Italian class: it represents a point of reference for Italian learning by enabling students to compare structures, features, and cultural meanings in both languages; and it is used when appropriate for explanation, reflection and discussion.

## Years 7 and 8 Content Descriptions

Communicating	
Socialising	Elaborations
<p>Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes</p> <p>[Key concepts: naming, friendship, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing]</p> <p>(ACLITC096)</p> 	<ul style="list-style-type: none"> <li>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 Carla. Ciao Giorgio, come stai? (Sto) bene/male, e tu? Mi dispiace. Ci vediamo domani. A domani. Buongiorno, ArrivederLa. Come si chiama? Buongiorno professoressa, come sta?</i></li> <li>describing and comparing friends and family, for example, using [subject + verb + adjective]: <i>Il mio amico è simpatico</i></li> <li>describing routines, events and leisure activities (for example, <i>Ogni weekend vado al cinema ... Mi piace/non mi piace + [infinitive verb]. Gioco a/pratico il</i>), and comparing these to similar events for Italian peers</li> </ul>
<p>Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding</p> <p>[Key concepts: activity, rules, politeness; Key processes: arranging, negotiating alternatives, deciding, responding]</p> <p>(ACLITC097)</p> 	<ul style="list-style-type: none"> <li>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?</i></li> <li>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 ..., Forse sì/forse no</i></li> </ul>
<p>Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions</p> <p>[Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering]</p> <p>(ACLITC098)</p> 	<ul style="list-style-type: none"> <li>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></li> <li>asking for, giving and following directions, for example, <i>Dov'è? Qui/là. Dove si trova? A destra/sinistra. Vicino a/lontano da; sotto/sul</i></li> </ul>

Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions  
[Key concepts: class routine, responsibility, community; Key processes: questioning, negotiating]

(ACLITC099)



- posing questions (for example, *Perché? Come si scrive? Può/puoi ripetere? Come si dice ...? Come? Come si fa? Secondo me ... Penso di sì/penso di no ... Di chi è?*) and explaining, for example, *È mio/è di Luisa*
- requesting information and permission (for example, *Posso andare in bagno? Mi presti la matita?*), asking for explanation, and following instructions

### Informing

Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising  
[Key concepts: concepts drawn from selected texts and from learning areas across the curriculum; Key processes: locating, ordering, classifying, comparing, tabulating]

(ACLITC100)



### Elaborations

- identifying context, purpose and audience of modified authentic texts such as conversations, advertisements, weather reports, instructions, timetables, recipes and signs
- listening/reading for key ideas across a range of familiar subject matter presented in different formats, for example, geography (Italy's place in Europe), home, travel, leisure and sport
- sequencing instructions or actions by using temporal markers such as *Prima ... poi ... dopo ... alla fine*
- sharing interpretations of a range of texts, considering their understanding of Italian cultural dimensions in texts, and comparing own interpretations with those of others

Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources  
[Key concepts: society, event, fact, opinion; Key processes: describing, comparing, presenting]

(ACLITC101)



- describing a person, place, object or event in their local environment using [article + subject + verb + adjective], including negative expressions, for example, *è/non è simpatico/cattivo; di legno/di ceramica; è interessante/difficile*
- comparing aspects of daily life across cultures, for example, *fare la passeggiata*, eating habits, school life and routines and presenting results in class in oral presentations or written descriptive texts
- surveying classmates on their daily routines, such as mobile phone/internet use, text messaging habits, television viewing or hours of sport played and presenting the data in various forms, for example, *(cinque persone non hanno un cellulare; tanti/pochi ... la maggior parte ...; il 15 per cento; due su venti...)*
- collecting, collating and presenting data in Italian using online survey software

### Creating

### Elaborations

Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages

[Key concepts: moral/message, sequence, performance, identity, imagination, character; Key processes: understanding, connecting; Key text types: description, narrative, cartoon]

(ACLITC102)



- describing characters (*Chi? Com'è? Come fa?*), events (*Cosa succede? Quando?*), settings (*Dove?*), and key ideas (*Perché?*), and establishing sequence, for example, *prima ... poi ... dopo*
- listening to and reading stories, songs and poems, noticing aspects of meaning and style, for example, use of rhythm, rhyme, choice of key words
- 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
- comparing aspects of theatre across cultures, focusing on the purpose, origins and values

Create imaginative texts that present events, characters and emotions from their own experiences

[Key concepts: imagination, message; Key processes: expressing, connecting; Key text types: narrative, description]

(ACLITC103)



- creating texts such as raps, poems, lyrics, photo stories, cartoons and short stories based on personal experiences
- producing and presenting digital stories for younger learners, for example, using characters such as *Pulcino Pio*
- creating additional characters and storylines or alternative endings for familiar stories

### Translating

Translate phrases and short texts from Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings

[Key concept: equivalence; Key processes: translating, interpreting, comparing]

(ACLITC104)



### Elaborations

- translating short texts, recognising when literal translation is or is not possible (for example, in idiomatic expressions such as *In bocca al lupo!*), and discussing reasons for equivalence or non-equivalence
- making and using glossary lists for different purposes and people, for example children, international students, visitors, and learning how to use print and digital dictionaries
- describing the local environment, lifestyle and events, considering what will require explanation, elaboration or illustration to be understood by an Italian audience, for example, BBQ, suburb, distances
- identifying Italian–English cognates (for example, *dizionario*/dictionary, *farmacia*/pharmacy, *intelligente*/intelligent, *mercato*/market) and using them to predict meaning
- developing awareness of Italian–English ‘false friends’ and reflect upon how they assist or inhibit meaning, for example, *parenti* = relatives (not parents), *libreria* = bookstore (not library), *crudo* = uncooked (not crude), *bravo* = good (not brave)

Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ [Key concepts: bilinguality, appropriateness; Key processes: noticing, comparing] (ACLITC105)



- creating texts with bilingual captions, such as picture dictionaries and photo stories
- creating digital texts such as annotated maps or building plans to highlight aspects of culture such as school life, for example, *aula magna, bidello/a, mensa, andare a scuola in motorino/in microcar*
- creating captions and labels related to immediate environment (for example, producing bilingual school timetables and signage such as *la mensa, il campo sportivo, le scale*), and explaining how the translated labels do not necessarily capture differences in worldviews

## Reflecting

Reflect on own and others' responses to intercultural experiences and interactions  
[Key concepts: agreement/disagreement, positioning, norms, comfort/discomfort; Key processes: comparing, noticing, reflecting]

(ACLITC106)



## Elaborations

- listening to and viewing interactions between Italian speakers (for example, in short video clips), noticing social norms such as levels of formality in opening and closing conversations
- reflecting on how interactions are conducted in Australia and in Italy (for example, at school or while shopping), comparing aspects such as the exchange of social niceties or the efficiency of the interaction, for example, *Buongiorno. Mi dica ... /Desidera?*
- participating in guided bilingual discussion of intercultural experiences and personal reactions, noticing challenges and adjustments, for example, *Cosa noti di diverso? Cosa pensi? Penso che ... Che differenza c'è tra fare un acquisto in Italia e in Australia? Secondo me ...*

Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time  
[Key concepts: membership, sequence; Key processes: connecting, exchanging, reflecting]

(ACLITC107)



- creating texts to identify and describe significant events or experiences, including membership of groups (for example, sporting or cultural groups), that have shaped personal identity
- describing orally or in writing a significant person in their life, discussing their personal qualities, why this person is important, and how they are similar to this person, for example, *Anch'io;... è importante per me perché; io sono come ...; assomiglio a ...*
- creating personal profiles to share with others, considering which aspects of their identity to reveal to people in different contexts
- presenting aspects of personal experience using digital photo stories with audio
- creating timelines of significant events in their life, particularly events that have shaped their identity them, including visual representations such as photos and illustrations
- comparing and contrasting own experiences as a learner of Italian, for example, by comparing journal entries recorded over time

## Understanding

Systems of language	Elaborations
<p>Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form (ACLITU108)</p> <p> </p>	<ul style="list-style-type: none"> <li>• listening to and producing the sounds of Italian, and noticing sound–symbol correspondence, for example, consonant combinations (for example, <i>famiglia</i>, <i>gnocchi</i>, <i>chiesa</i>, <i>barche</i>), vowel combinations (for example, <i>buono</i>, <i>chiave</i>, <i>ciliegia</i>) and double consonants (for example, <i>sono</i> and <i>sonno</i>)</li> <li>• using the Italian alphabet, making connections between spoken and written forms, understanding the effect of grave and acute accents (for example, <i>città</i>, <i>perché</i>)</li> <li>• recognising differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, <i>Vai a casa? Vai a casa!</i></li> <li>• noting differences between Italian and English use of capital letters, and using rules of capitalisation when creating own texts, for example, omission of capitals with weekdays, months of the year and nationalities</li> <li>• checking pronunciation of words using sound files and text-to-speech software</li> <li>• recording individual words to create a talking dictionary</li> </ul>

Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction (ACLITU109)



- learning how to use:
  - 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 — use and omission
  - adjectives to describe things (including agreement and exceptions); and possessive adjectives, for example, *Il mio libro*
  - demonstratives, for example, *Questo è il libro*
  - interrogatives, for example, *Chi, che, cosa, quale, come?*
  - subject pronouns, for example, *io, tu, lui, lei*
  - numerals — cardinal, ordinal, dates, time
  - prepositions of time and place to describe when and where
  - articulated prepositions with *a, da, in, di, su* (for recognition only)
  - commonly used adverbs to qualify verbs and adjectives
  - verbs describing state (*essere*), possession (*avere*) and regular verbs describing actions in the present tense (for example *parlare, cantare*)
  - 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 ti piace il gelato*

Understand the features of common spoken, written and multimodal texts (ACLITU110)



- understanding and using cohesive devices such as conjunctions (for example, *e, ma, perché, anche, o, invece*) to help sequence ideas and to link ideas and actions
- listening to or reading simple Italian texts and recognising the conventions of particular text types, for example, postcard, letter, email, card, blog and conversations (face to face and phone)
- analysing simple spoken, written and digital texts to identify different kinds of language use (such as personal, descriptive or informative) and ways to achieve textual cohesion, for example, use of fillers in spoken texts (*insomma, beh, boh, allora*)
- talking about language features and word order using relevant metalanguage such as ‘verbs’, ‘adjectives’, ‘nouns’ and ‘pronouns’ (for example, know if this non/adjective *singolare o plurale? Perché?*), and comparing grammatical features in Italian and English

Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture (ACLITU111)



- noticing patterns 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

Analyse and understand the dynamic nature of the Italian language, and of languages in general (ACLITU112)



- exploring the influence of technological change on the Italian language, such as:
  - the borrowing and adapting of technical terms, for example, *clicare, il mouse, la password, chattare*
  - observing the changes to language when used in abbreviated forms in multimedia communications, for example, *6 = sei, x = per, + = più, - = meno, TVTB = ti voglio tanto bene, ke = che*
  - understanding the influence of other cultures on Italian, for example, the use of borrowed words such as *il make-up, il bébé, un tailleur, il wurstel, il krapfen*
  - recognising that Italian is used in diverse communities and that it changes in response to local cultural contexts

Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia (ACLITU113)



- understanding that differences exist between Standard Italian, regional varieties and dialects, for example, by noticing lexical differences and comparing gestures and accents
- recognising that Standard Italian is used in diverse communities throughout the world and that many speakers of Italian may also speak a regional and/or local dialect
- examining the presence of Italian in the Australian linguistic landscape, for example, through signage, the culture of coffee, food, art and music, and in newspapers, television and radio, and the interpreter service
- exploring the changing profile of languages in Australia by, for example, comparing maps of languages over time, developing a class language tree, examining the Australian Languages map, conducting a survey about languages spoken at home or in the community, or examining census data
- presenting connections between languages and dialects

Role of language and culture

Elaborations

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Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values (ACLITU114)



- reflecting on how cultural assumptions and values are embedded in choices in language use, for example, *fare bella figura; fare brutta figura; Buon appetito — Grazie altrettanto*
- examining how their own communication carries assumptions and values that impact on interpretation and understanding
- developing language to discuss, question and share understandings with others non-judgmentally

## Years 7 and 8 Achievement Standard

By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions, for example, *Non mi piace la pallacanestro*. They use language to interact and to respond to classroom instructions, questions and directions. They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants. They use gesture and some formulaic expressions to support oral interaction. Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense. They demonstrate understanding of information from a range of factual and creative texts. They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences. They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs. They connect ideas using conjunctions such as *e, ma, però, anche, perché-* and *invece* to create simple texts using known vocabulary and structures.

Students identify similarities between Italian and English and understand that they are related languages which borrow from each other. They know that that literal translation between languages is not always possible. They reflect on how culture is evident in experiences, images and texts. They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types. They know that language reflects contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian. They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture. They reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

## Years 9 and 10

### The nature of the learners

Students have prior experience of learning Italian and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

### Italian language learning and use

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication (for example, digital and hypermedia, collaborative performance and group discussions). Learners use Italian to communicate and interact with each other and with online resources, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts and experiences. They develop strategies for self-correction by referencing their developing understanding of grammar and context. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. Learners investigate links between the Italian language and cultural representation and expression. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

### Contexts of interaction

Learners interact with peers and teachers in local contexts that relate to their social and learning worlds, and with some members of broader Italian-speaking communities and cultural resources through virtual and online environments.

### Texts and resources

Students work with a range of texts, tasks and experiences which involve both independent and collaborative planning and performance, as well as some resource development, and intentional and strategic use of language and cultural resources. They learn to interpret, create, evaluate and perform different types of texts (for example, procedural, persuasive, narrative) across a range of domains. Genres such as media resources, fiction and nonfiction texts, performances and research projects allow for exploration of concepts of personal and contemporary relevance (such as the environment, identity, relationship, diversity and inclusivity).

### Features of Italian language use

Learners experiment with intonation and supporting gestures to convey emotion or create emphasis in texts. They learn to use possessive, reflexive, demonstrative and relative pronoun forms. They are encouraged to extend their use of language beyond familiar contexts. They use verbs (irregular and reflexive) and increase their range of adjectives and adverbs, comparatives and superlatives. Students learn to construct more extended texts by using relative clauses and by relating episodes in time (for example, *prima ... poi ... infine*). They use the present perfect, imperfect and future tenses, and begin using the conditional tense. They continue to expand language for interaction, initiating and maintaining conversations, seeking clarification and repetition, and contributing to structured discussions in Italian.

### Level of support

While learners are increasingly autonomous when using Italian in familiar domains, they require continued scaffolding and support when using the language in less familiar contexts involving more abstract concepts. They draw on peer support, working collaboratively with each other, sharing knowledge to construct meaning. They are supported in relation to language use through explicit teacher instruction and feedback, and are provided with opportunities for reflection through structured tasks and scaffolded discussion. Students extend their critical analysis skills and autonomy as learners through activities such as evaluating the effectiveness of dictionaries and online translators, managing records of their learning, and building resources for independent work.

### The role of English

Some of the discussion and reflection in relation to learners' developing communicative competence, intercultural capability and language analysis are carried out in English, to allow for more elaborated discussion, but learners are increasingly supported to build language to express ideas, opinions and reactions in Italian.

## Years 9 and 10 Content Descriptions

### Communicating

#### Socialising

Initiate and sustain interaction to develop relationships with peers and adults, and to exchange and compare ideas, experiences, opinions and feelings

[Key concepts: naming, relationships, generational change, values; Key processes: exchanging, comparing]

(ACLITC115)



#### Elaborations

- sharing experiences and describing events, expressing hopes, opinions and ambitions, and giving reasons for plans, for example, *Penso di* [+ infinitive]; *preferisco...e tu?*; *E tu, cosa pensi?* *Sono d'accordo con te/lei...*; *Sei d'accordo?* *Non m'interessa;* *Puoi venire a ...?* *No, devo studiare / Non ora. Oggi ... A presto. Divertiti!*
- narrating past experiences and events of significance, for example, holidays, special events, travel (*prima ... poi ... dopo ... infine ...*)

Participate in individual and collective action by deciding, explaining and justifying

[Key concepts: environment, fairness, community; Key processes: discussing, debating, commenting, comparing]

(ACLITC116)



- participating in planning and decision making with others, for example, arranging an event, class debate, performance, excursion or guest speaker, or organising a petition or a letter to the principal/local council (*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 preside a ...*)
- 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, *sono d'accordo, non sono d'accordo; vorrei dare la mia opinione*

Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving  
 [Key concept: value; Key processes: comparing, negotiating]

(ACLITC117)



- participating in negotiations in conversation and correspondence, for example, discussing possibilities regarding travel to Italy or the purchase of goods such as fashion items, musical equipment, a mobile phone (*Quanto costa il biglietto per ... ? Vorrei il biglietto più economico. Posso vedere l'ultimo modello del telefonino. 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?*)
- corresponding to express a complaint about a poor-quality service and suggest a way to improve it
- applying for a part-time job and participating in a mock interview
- requesting a service, for example, changing a flight, exchanging currency, purchasing a SIM card or confirming accommodation

Use classroom language to question, elicit and offer opinions, and compare and discuss ideas  
 [Key concepts: compromise, debate; Key processes: expressing, questioning, presenting, representing]

(ACLITC118)



- using communication strategies such as questioning further or asking for repetition or clarification, for example, *Scusi, non ho capito; puoi/potresti ripetere? Puoi aiutarmi a [+ infinitive]?*
- participating in reflective activities and evaluations of classroom experiences, for example, *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 ...*

### Informing

### Elaborations

Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences  
 [Key concepts: visual images, media, representation, relationship; Key processes: identifying diverse perspectives, transposing, connecting, applying]

(ACLITC119)



- 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, and reading or viewing a series of advertisements and creating own advertisement to attract Italian tourists to an Australian city/town/area
- researching, recording and synthesising information from texts, including television programs, reports, interviews, video clips, documentaries, graffiti and social networks, using tools such as tables, concept maps, webbing and charts to organise and order information and inform others of findings
- deducing meaning, evaluating and synthesising information and identifying cultural references in texts that show different representations of Italian culture
- conducting online surveys to report on attitudes towards topics such as water usage, consumer choice, technology use, music or celebrities

Convey information and compare diverse perspectives from multiple sources in Italian

[Key concepts: public perceptions, representation, globalisation; Key processes: reporting, relating, comparing]

(ACLITC120)



- 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 (*Il documentario ... presenta la storia di ...*, *l'articolo parla di ...*, *rappresenta il punto di vista di ...*, *[lo scrittore] pensa ...*; *La maggior parte di/la minor parte di/il 20 per cento di persone [+ verb] ...*; *entrambi, tutti/pochi studiano ogni sera; a differenza di, però; Il depliant australiano sottolinea di più ...*)
  - 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, *Il mondo è pieno di cibi diversi; ci sono bambini che hanno poco da mangiare*
  - conveying information and justifying personal opinions with evidence from the text, for example, *Mi è piaciuto molto l'articolo perché ...*
  - 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
- 
- presenting 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

Creating

Elaborations

Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate

[Key concepts: relationship, imagination; Key processes: comparing, connecting/relating; Key text types: narrative, biography, song]

(ACLITC121)



- listening to and reading narratives, biographies and autobiographies to explore representations of life experience in relation to concepts such as adolescence, relationships and roles
- identifying practices, values and beliefs of characters in extracts from contemporary Italian literature, film and popular culture, comparing these with texts in own language and culture and with their own experiences
- exploring how values and practices may have changed over time by comparing texts from different eras, for example, analysing the lyrics of Italian popular songs and singer/songwriters (*cantautori*), for example, 'L'italiano' by Toto Cutugno
- reflecting on own experiences, practices, attitudes, interpretations and reactions and those of characters in imaginative texts, for example, *Anch'io penso che ...*, *In Australia invece ...*; *Non credo di [+ infinitive ...]* ..., *Anch'io ho avuto/sperimentato ...*
- changing aspects of a story (for example, locating it in a different time or place, or developing an alternative ending) and explaining the significance of such changes
- writing poems, letters or emails to characters from a story or film, for example, *Pinocchio*
- interpreting how sounds, images, body language and language choices in texts such as songs and films carry Italian values, for example what aspects of the film, in *La vita è bella* convey the importance of love and family in Italian culture

Create imaginative texts to express experiences, ideas and emotions

[Key concepts: life, experiences, change; Key processes: creating, expanding, connecting; Key text types: autobiography, biography]

(ACLITC122)



- creating texts based on examples or models, for example, depictions of characters, children's stories
- creating texts to entertain others, expressing real and imagined experiences, ideas and emotions, for example, a rap about being young, a video about a fictional school, a cartoon about a real or fictitious hero, a short story about an inanimate object coming to life

Translating

Elaborations

Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts

[Key concept: representation; Key processes: translating, considering alternatives, interconnecting, explaining, reflecting]

(ACLITC123)



- comparing different translations of the same message in Italian and English, for example, *Devo scappare/andare/correre* can be translated as 'I must/have to run/go' or 'I got to run/go'
- translating texts such as public signs and explaining choices in different renderings, for example, *Non calpestare l'erba* (Keep off the grass, Don't walk on the lawn, Don't trample the grass)
- using print and digital dictionaries, selecting appropriate meaning from alternatives provided; comparing translations with peers and explaining cultural references and expressions such as *fuori* (literally 'outside'; 'out of your mind') or *su di giri* (literally 'revved up'; 'excitable, elated') and any aspects 'lost in translation'
- comparing different translations of a text, including versions created by online translators, and discussing any issues that emerge
- translating and discussing idiomatic expressions in both Italian and English, for example, *Non vedo l'ora!* (I can't wait!), *Era ora!* (Finally! It was about time!), *Lasciami stare!* (Leave me alone!), *Ma dai!* (Come on!), *Tocca ferro* (Touch wood)

Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ

[Key concept: interculturality; Key processes: comparing, reflecting, evaluating, explaining]

(ACLITC124)



- creating bilingual resources to support the sharing of experiences, for example, a photographic display or a digital presentation with captions, a bilingual guide/handbook for a particular group
- creating a photographic display with bilingual captions depicting important social occasions in comparative perspective, for example, the ways in which weddings, Christmas, Labour Day are celebrated
- adding subtitles and captions in English to complement the Italian language audio of video clips and photo stories

Reflecting

Elaborations

Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed

[Key concepts: comfort/discomfort, multiplicity, reflective literacy; Key processes: connecting, decentring, reflecting, questioning assumptions]

(ACLITC125)



- noticing differences between Italian and English ways of communicating which involve cultural dimensions, for example, when corresponding with an Italian peer and analysing the other student's references to aspects of culture, particularly the language choices the student makes such as *E tu, cosa ne pensi ...?*
- decentering from their own primary linguistic and cultural world to reflect on being a communicator and user of Italian in a variety of social situations, considering their own positioning and values in relation to others
- reinterpreting own experiences of using and learning Italian across diverse experiences: listening to/reading others' perspectives and language use, comparing and connecting these to own experiences, forming an opinion and articulating own reactions to another person's responses, and recognising comfort/discomfort in the use of language in interactions with diverse others, for example, *Sono d'accordo. Mi sento a disagio*
- developing a metalanguage for discussing ideas, issues and experiences related to intercultural communication

Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence

[Key concepts: memory, language affiliation, judgment; Key processes: connecting, evaluating, reflecting]

(ACLITC126)



- recounting personal experiences and expressing opinions through a range of texts, using present and past tenses as appropriate, for example, writing an autobiography indicating how their identity has changed and why; writing a narrative about their family history and generational influences (*Ammiro ... Giovanni perché è venuto in Australia da solo quando aveva diciotto anni*)
- 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, for example, through interviews, social media, wikis and video; discussing how people's identities, values and beliefs (including their own) are maintained and/or change over time
- comparing and contrasting Italian and Australian experiences such as a concert or celebration, or teenage use of technologies (mobile phones, social networking), and considering how their own and others' identity may shift according to place and time; discussing cultural notions of 'self' as public or private
- engaging with other learners and speakers of Italian such as through social media, wikis and video, to describe experiences of using and learning Italian, seeking advice on how to learn and navigate aspects of Italian language and culture such as taboo topics, personal space, and perceptions of image (for example, *È permesso parlare di politica/religione? Con chi? Perché no?*); surveying class-/schoolmates, relatives, neighbours and friends to examine how identities may vary
- reflecting on choices made to present self to others in particular ways or to conceal aspects of identity when interacting across cultures; noticing the adjustments made when interacting with different people

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## Understanding

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### Systems of language

Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts (ACLITU127)



### Elaborations

- recognising some common interjections, for example, *oh!, e?, cioè, ahimè, ohimè, uffa!*
- recognising the differences in pronunciation of words with similar spelling, for example, *sùbito, subito*
- comparing and contrasting the pronunciation of similar-sounding words using text-to-speech software or the audio option of word-processing programs
- recognising common cognate words in speech, for example, *organizzazione, programmare, arrivare*
- identifying and interpreting sounds and textual features and devices such as onomatopoeia, repetition, simile and metaphor, and understanding how they are used to express emotion and convey attitudes
- analysing personal interactions and audiovisual texts such as films to understand how tone, gesture and body language support meaning
- recognising the difference between anglicised and Italian pronunciation

Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives (ACLITU128)



- learning how to use:
  - articles — rules for inclusion or omission, for example, *mio padre* and *il mio papà*; *Buongiorno signora... È la signora ...*
  - nouns — irregular plurals (for example, *la città/le città, il dito/le dita*), and collective nouns, for example, *la gente*
  - pronouns — possessive, reflexive, demonstrative and relative
  - comparatives and superlatives (regular and irregular) to make descriptions more precise, for example, *Il film è piu bello del romanzo; è bellissimo*
  - adverbs of time and manner, for example, *ieri, di solito*
  - prepositions (articulated or simple) to indicate destinations and directions, for example, *in Italia, a Roma, al parco*
  - interrogatives, for example, *Chi ...? Quando ...? Come...?*
  - 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 *si*; use of modals to indicate ability/willingness/necessity
  - compound sentences (for example, *Mi piace la pizza ma preferisco le lasagne*), and complex sentences, for example, *La città che ho visitato era bellissima*

Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence (ACLITU129)



- comparing procedural, recount and persuasive texts in Italian and English (for example, recipes, advertisements and weather reports) and describing their similarities and differences
- understanding the elements that create coherence at a whole text level such as the use of cohesive devices, linked paragraphs and sequencing of ideas

### Language variation and change

### Elaborations

Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture (ACLITU130)



- analysing the appropriateness of language choices for a given context and purpose according to age, relationship and gender, for example, the context of use for phrases such as *non mi va* as compared to *non mi piace*
- analysing differences in communicative style between formal and informal interactions, for example, *Come va?* *Come stai?*
- 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 (*Non sono stato/a promosso/a; Sono stato/a bocciato/a*)

Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact (ACLITU131)



- 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
- researching the use of dialects within the context of Italian-speaking communities (for example, by developing a portfolio of examples, gathered through interviews, blogs, community radio and events), considering the use of dialect and/or Standard Italian, and reflecting on the findings
- observing changes over time in levels of formality, particularly in spoken Italian such as forms of address, for example, *tu/Lei* compared to *voi/Loro*
- exploring, expanding and consolidating word usage using online applications relating to proverbs, sayings and set phrases

Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages (ACLITU132)



- analysing examples of Italian used in the Australian context (for example, by compiling a record of language observed in the community, noting the contexts or domains in which these occur), and comparing own observations with others'
- discussing the choices made by bilingual users of language about which language to use when, and the influences on such choices
- researching the changing nature of languages in contemporary Australia, and considering how it relates to issues such as migration

### Role of language and culture

### Elaborations

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Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity (ACLITU133)



- 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 *la bella figura*; the connotations of the concept of *mammone*
- examining how their own language and culture influence their responses to others
- analysing and discussing language choices by asking, for example, Who uses this expression and where? Why is it meaningful? Why is it used?
- evaluating own and others' assumptions and generalisations about values, beliefs, cultural norms and practices of Italian-speaking communities and how these influence intercultural exchange
- sharing own responses in class to a given topic and comparing with those of others, reflecting on how different people are perceived through their use of language and the way it reflects values and beliefs
- understanding how language and culture convey values such as, respect, for example, *Cosa ne pensi? Sei d'accordo? È giusto? In Australia invece ... A differenza di ...*

## Years 9 and 10 Achievement Standard

By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social, local and about broader issues of personal significance. They communicate thoughts and opinions; make comparisons and contrasts (for example, *a differenza di; invece*), and offer reasons for points of view, opinions and preferences. They express desires and plans for the future. They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts. They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions. They give detailed descriptions; describe and relate episodes in time (for example, *prima ... poi ... infine*); and qualify statements, for example, through the use of relative clauses. They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives. They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.

Students use metalanguage to analyse and discuss features of language choice and use and cultural practice. They analyse texts, identifying features such as tone, sequences and relationships of events in time. They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They explain how Italian language use varies according to context, purpose and mode. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia. They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian. They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.