

The Australian Curriculum

Subjects	Italian
Year levels	Year 8

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 - Scootle [↗](#))



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 - Scootle [↗](#))



Elaborations

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 - Scootle](#))



Elaborations

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 - Scootle](#))



Elaborations

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

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle](#) )



Elaborations

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-figliastro*; 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, purtroppo, 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 - Scootle](#) )



Elaborations

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

Recognise how [language](#) use varies depending on the [context](#) of the situation and the [context](#) of [culture](#) (ACLITU073 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

discussing how loan words in both Italian and English have come from other 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

Analyse the ways in which choices in everyday language use reflect cultural practices and values (ACLITU076 - Scootle [↗](#))



Elaborations

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 Content Descriptions

Communicating

Socialising

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 [Key concepts: naming, friendship, family, celebration, leisure, neighbourhood; Key processes: interacting, exchanging, describing]

(ACLITC096 - Scootle [↗](#))



Elaborations

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, *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?*

describing and comparing friends and family, for example, using [subject + verb + adjective]: *Il mio amico è simpatico*

describing routines, events and leisure activities (for example, *Ogni weekend vado al cinema ... Mi piace/non mi piace + [infinitive verb]. Gioco a/pratico il*), and comparing these to similar events for Italian peers

Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding

[Key concepts: activity, rules, politeness; Key processes: arranging, negotiating alternatives, deciding, responding]

(ACLITC097 - Scootle [↗](#))



Elaborations

exchanging details about events, such as time, day, place, activity and participants, for example, *Vieni a ... con me? Sì/no. D'accordo. A che ora? Quando? Dove? Con chi? Che tempo fa?*

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, *Vuoi venire a ... Non voglio venire ..., Voglio/non voglio ... Posso/non posso venire ..., Forse sì/forse no*

Participate in spoken and written transactions, including purchasing goods and services, and give and

follow directions and instructions

[Key concepts: social exchange, etiquette; Key processes: negotiating, describing, transacting, ordering]

(ACLITC098 - Scootle [↗](#))



Elaborations

participating in real and imagined transactions such as purchasing a ticket for an event or choosing a gift for someone, for example, *Quanto costa* [+ definite article or demonstrative + noun]? *Cosa prendi? ... un caffè ... e tu?*

asking for, giving and following directions, for example, *Dov'è? Qui/là. Dove si trova? A destra/sinistra. Vicino a/lontano da; sotto/sul*

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle](#))



Elaborations

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

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 - Scootle](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle](#) )



Elaborations

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 motorinolin 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 - Scootle](#) )



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 - Scootle](#) )



Elaborations

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

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 - Scootle](#) )



Elaborations

listening to and producing the sounds of Italian, and noticing sound–symbol correspondence, for example, consonant combinations (for example, *famiglia*, *gnocchi*, *chiesa*, *barche*), vowel combinations (for example, *buono*, *chiave*, *ciliegia*) and double consonants (for example, *sono* and *sonno*)


using the Italian alphabet, making connections between spoken and written forms, understanding the effect of grave and acute accents (for example, *città*, *perché*)

recognising differences in tone and rhythm between statements, questions, exclamations, requests and commands, for example, *Vai a casa? Vai a casa!*

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

checking pronunciation of words using sound files and text-to-speech software

recording individual words to create a talking dictionary

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 - Scootle](#) )



Elaborations

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 - Scootle](#) )



Elaborations

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

Language variation and change

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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

Reflect on the role of [language](#) and [culture](#) in interaction and how [language](#) constructs and reflects assumptions and values ([ACLITU114 - Scootle](#) )



Elaborations

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