

# The Australian Curriculum

<b>Subjects</b>	Italian
<b>Year levels</b>	Year 5

## Years 5 and 6 Content Descriptions

### Communicating

#### Socialising

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

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

(ACLITC039 - Scootle [↗](#))



#### Elaborations

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!*

Take action, make shared decisions and organise shared experiences

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

(ACLITC040 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 - Scootle [↗](#))



Elaborations

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 ...?*  
*Si/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

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 - Scootle !\[\]\(dd161862f9164df98f62b726e9846241\_img.jpg\)](#))



### Elaborations

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 - Scootle !\[\]\(ccd39a0dc6d5afcc151e1371f9462f58\_img.jpg\)](#))



### Elaborations

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

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 - Scootle [↗](#))



### Elaborations

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 - Scootle [↗](#))



## Elaborations

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 - Scootle [↗](#))



## 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 - Scootle [↗](#))



## Elaborations

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 - Scootle [↗](#))



### 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 - Scootle [↗](#))



### Elaborations

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 ... Io 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 - Scootle](#) )



### 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 - Scootle](#) )



### Elaborations

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 - Scootle](#) )




Elaborations

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

Recognise that language use varies according to the contexts of situation and culture ([ACLITU054 - Scootle](#) )



Elaborations

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 - Scootle](#) )



Elaborations

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 - Scootle](#) )



#### Elaborations


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

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



#### Elaborations

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