

The Australian Curriculum

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|--------------------|---------|
| Subjects | Italian |
| Year levels | Year 4 |

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 - Scootle](#))



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 - Scootle](#))



Elaborations

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 oreLuogo/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 - Scootle](#))



Elaborations

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 - Scootle](#))



Elaborations

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 - Scootle [↗](#))



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 - Scootle [↗](#))



Elaborations

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 - [Scootle](#) )



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 - [Scootle](#) )



Elaborations

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 - Scootle](#))



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 - Scootle](#))



Elaborations

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

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 - Scootle](#))



Elaborations

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

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

[Key concept: membership; Key process: representing]

(ACLITC031 - Scootle [↗](#))



Elaborations

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?*

Understanding

Systems of language

Experiment with [pronunciation](#) and [intonation](#) and use rules of spelling ([ACLITU032 - Scootle](#) )



Elaborations

developing pronunciation between sound blends in Italian in comparison to English, for example, *sc* followed by *h* or *i/e* (*schiaivo*, *piscine*, *pesce*); letter combinations such as *gn* in *lavagna* and *gnocchi*, and *gl* in *figlio* and *famiglia*

learning to recognise the silent *h* as applicable to the verb *avere* and for borrowed words, for example, *hockey*, *hotel*

noticing the differences in intonation between statements, questions, exclamations and commands

understanding that an accent may change the meaning of the word, for example, *è* and *e*, *il papà*, *il Papa*

applying punctuation and capitalisation rules when writing, for example, omission of capitals with days of the week and months of the year

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 - Scootle](#) )



Elaborations

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 - Scootle](#) )

**Elaborations**

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

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



Elaborations

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 - Scootle](#) )



Elaborations

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 - Scootle](#) )



Elaborations

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

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



Elaborations

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