Italian Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# 

# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Italian Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/italian).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  Hi! What’s your name? – *Ciao! Come ti chiami?* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Interacting (ML4-INT-01)  Your school is about to receive a group of exchange students from Italy and you are practising for their arrival.  This task is to be completed in pairs or groups of 3, taking turns in both roles. One person will take the role of the Italian exchange student (Student A), and the other, a student from the host school (Student B). Student B will receive a profile card[[1]](#footnote-1) containing their:   * **name** * **age** * **birthday** * **nationality** * **hometown** * **likes and dislikes.**   Student A will ask Student B questions about their profile to complete a table[[2]](#footnote-2) with the information they collect.  Be prepared to ask for clarification as you may not understand everything your partner says to you.  Understanding texts (ML4-UND-01)  With reference to Student B’s responses, indicate 2 reasons why (or why not) you think you may become friends, in English.  Once the interaction is complete, you will reverse roles using a different profile card so that you both have a turn at asking and answering questions.  Skills   * Greet people in a manner that is culturally appropriate, at different times of day and in a range of contexts. * Introduce yourself and others. * Understand and exchange information about yourself and peers, including your age, birthday, nationality and hometown. * Discuss simple likes and dislikes (with nouns). * Identify similarities. * Seek clarification. | **Greetings and forms of address:**  *ciao*, *buongiorno*, *buonasera*, *buonanotte*, *arrivederci*, *signore*, *signora*, *signorina*  **Names:**  *Come ti chiami?*; *mi chiamo*, *ti chiami*, *si chiama*  **Asking how you are:**  *Come stai?*; *Sto bene*, *grazie*; *Sto male*; *Così così*  **Numbers:**  1–30  **Exchanging information about age:**  *Quanti anni hai?*; *Ho/hai/ha [*number*] anni*  **Exchanging information about birthday:**  *Quand’è il tuo compleanno?*; *Il mio compleanno è il [primo/*number*] [*month*]*  **Months:**  *gennaio*, *febbraio*, *marzo*, *aprile*, *maggio*, *giugno*, *luglio*, *agosto*, *settembre*, *ottobre*, *novembre*, *dicembre*  **Nationality:**  *Di che nazionalità sei?*; *Sono/sei/è [*nationality*]*; *italiano/italiana*, *australiano/australiana* + nationalities of students in class  **Home town:**  *Dove abiti?*; *Abito/abiti/abita a [*city*] in [*country*]*  **Likes/dislikes:**  *Ti piace/piacciono…?*; *Mi/ti piace…*; *lo sport,* *il teatro*, *ballare*, *andare al cinema*, *ascoltare la musica*, *(Non)* *mi/ti* *piacciono …*; *gli animali*, *i gatti*, *i film*  **Express agreement/disagreement:**  *anch’io*, *neanch’io*  **Expressions to seek clarification:**  *Come si dice…in italiano/inglese?*; *Non capisco*; *Può ripetere?* |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  Do you like school? – *Ti piace la scuola?* | Suggested grammar, vocabulary and structures |
| Assessment task  ****Creating texts (ML4-CRT-01)****  Create an audio-visual presentation, using PowerPoint or similar, to introduce yourself and your school to a potential exchange student from Italy. In your presentation include:   * **when school starts and finishes** * **how you get to and from school** * **2 subjects you like and one subject you don't like, with different reasons** * **your favourite subject, why you like it and when you have it** * **your favourite teacher, with reason(s) in relation to their personality** * **a teacher you don’t like, with reason(s), in relation to their personality.**   ****Skills****   * Identify school subjects and express when you have them. * Share opinions about school subjects. * Identify the days of the week. * Exchange and understand information about the structure of the school day. * Discuss subject preferences and strengths with reasons. * Describe the personality of people at school. * Discuss and compare how you get to school and return home. | **Times:**  ***Che ore sono?*; *È l’una*, *Sono le due; È mezzogiorno/mezzanotte*; *Sono le due e cinque/dieci/un quarto/venti/venticinque/mezza***  **Structures to describe routines:**  ***La scuola comincia/finisce alle [*time*]*; *Arrivo a scuola alle [*time*]*; *Torno a casa alle [*time*]*; *Mangio alle [*time*]*; *A che ora arrivi/torni/mangi?***  **Transport:**  ***Come vai a scuola?*; *Vado a scuola/torno a casa in* *macchina/bici(cletta)/autobus/motorino/monopattino/treno*, *a piedi***  **School subjects:**  ***le scienze*, *la matematica*, *l’inglese*, *l’italiano*, *il teatro*, *l’arte*, *la geografia*, *la storia*, *il latino*, *la musica*, *l’educazione fisica*, *l’informatica*, *Qual è la tua materia preferita?*; *La mia materia preferita è [*subject*]*; *Ho matematica alle [*time*]***  **Likes/dislikes:**  ***Ti piace [*subject*]?*; *mi piace/piacciono molto*, *non mi piace/piacciono*, *mi piace/piacciono un po’*, *non mi piacciono per niente***  **Adjectives (subjects):**  ***[*subject – singular*] è difficile/interessante/divertente/stressante/una sfida/noioso/a/faticoso/a*; *Le scienze sono difficili/interessanti/noiose***  **Describing strengths:**  ***Sono bravo/a in [*subject*]*; *Non sono bravo/a in [*subject*]***  **Conjunctions:**  ***perché*, *ma*, *e***  **Describing people:**  ***è carino/a*, *intelligente*, *piccolo/a*, *sportivo/a*, *bello/a*, *grande*, *di moda*, *buono/a*, *gentile*, *rigoroso/a*, *amichevole*** |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  Let’s eat! – *Mangiamo!* | Suggested grammar, vocabulary and structures |
| Assessment task  ****Interacting (ML4-INT-01)****  **During your stay in Italy, you are taking a new friend out for dinner to thank them for their hospitality. In pairs, use the menu provided by your teacher to discuss your food preferences and to order (your wait person will be played by a third student**[[3]](#footnote-3)**, with cue cards).**  **In your conversation, each student includes:**   * **at least 2 questions about your partner’s food and/or drink likes and dislikes** * **at least one like and one dislike regarding the items on the menu, with reasons** * **their order, using appropriate phrases, including at least 2 foods from different menu categories, and one drink** * **a question to your partner regarding one of the dishes** * **a comment about one of the dishes.**   ****Skills****   * Understand and exchange information about common foods and drinks consumed at mealtimes in their own culture. * Discuss opinions about foods and drinks and why you like and do not like them using adjectives. * Understand information about mealtimes in Italy, and how they may vary from other cultures, for example, the types of food and when the main meal is eaten. * Access information on a menu, including categories and prices and use appropriate structures to order food at a restaurant or takeaway outlet. | **Mealtimes:**  ***A colazione/pranzo/cena…***  **Foods/drinks:**  ***la pasta*, *la carne*, *il pollo*, *il formaggio*, *il pane*, *i frutti di mare*, *il pesce*, *la frutta*, *la verdura*, *il gelato*, *la torta*, *il riso*, *il succo*, *il tè*, *il caffè*, *il latte*, *la limonata*, *l’acqua***  **Verbs for eating and drinking:**  ***Cosa mangi/bevi per [*mealtime*]?*; *Mangio/bevo*; *mi piace mangiare/bere [*food/drink*]***  **Describing foods:**  ***fa bene*, *è sano/sana*, *sono sani/e*, *è delizioso/a*, *sono deliziosi/e*, *è salato/a*, *sono salati/e*, *è dolce*, *sono dolci*, *è schifoso/a*, *è un po’ strano/strana***  **Restaurant phrases:**  ***Sì, prego?*; *Come antipasti/primo/secondo vorrei/prendo…*; *Da bere...*; *Grazie!*; *Per ora è tutto*; *Il conto, per favore*** |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  The weekend – *Questo fine settimana* | Suggested grammar, vocabulary and structures |
| Understanding texts (ML4-UND-01)  While you are in Italy, you receive messages from 3 of your Italian friends describing the activities they like and dislike. Each message includes one activity they have planned for the weekend. Read the messages and complete the PMI (plus, minus, interesting) chart for each message so you can decide who you would like to spend your weekend with.  Creating texts (ML4-CRT-01)  Send a text to your chosen friend, suggesting 2 activities for next weekend. For each activity, identify:   * what the activity is, including the location * the day you will do the activity * how you will get to the activity * where and when you will meet for the activity.   Skills   * Share information about likes and dislikes with verbs. * Identify common activities teenagers like to do, and where, in Italy and Australia. * Express how to get to locations using the present tense of andare with different modes of transport. * Make plans with a friend to do something together on the weekend, including when and where to meet. | **Likes and dislikes:**  ***Mi piace molto leggere*; *Ti piace giocare a basket?*; *Mi piace andare alla spiaggia per nuotare*; *A loro piace andare in città per fare lo shopping*; *Preferisco andare al parco per giocare a calcio*; *Non gli piace leggere a casa***  **Irregular verb:**  ***andare***  **Prepositional contractions:**  ***al/all’/alla/allo*; *dell’***  **Places:**  ***la spiaggia*, *la stazione*, *la piazza*, *la scuola*, *la fermata dell’autobus*, *il parco*, *il cinema*, *il palazzo comunale*, *lo stadio*, *in città***  **Prepositions of place:**  ***vicino a*, *dietro*, *accanto a*, *di fronte a*, *alla sinistra/destra***  **Activities:**  ***ballare*, *cantare*, *giocare a [sport]*, *andare a un concerto*, *vedere uno spettacolo*, *ascoltare la musica*, *leggere*, *fare lo shopping***  **Describing where you are going and how:**  ***Vado alla spiaggia in autobus*; *Andiamo in città in treno*; *Come vai/andiamo a [*place*]?***  **Arranging to meet:**  ***Ci troviamo alla fermata dell’autobus*, *alla stazione*, *a casa mia/tua*, *in centro*, *alla spiaggia*, *al cinema alle [*time*]*** |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  Important people in my life – *Le persone importanti nella mia vita* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Creating texts (ML5-CRT-01)  Create an audio-visual presentation for an exchange sibling to introduce your favourite people, including:   * descriptions of at least 3 friends and/or family members (may include one pet) * a comparison between yourself and 2 family members and/or friends * information on how you get on with 2 family members and/or friends * details about at least 3 activities you do with family or friends, and how frequently.   Skills   * Describe your family and friends, including physical attributes and personality. * Describe your pet (or ideal pet) including physical attributes and personality. * Compare attributes of family members and friends. * Share information about family dynamics using the third person plural conjugation of verbs. * Describe activities you do with family and friends and how frequently. * Use possessive pronouns to identify relationships. | **Family members:**  *la madre*, *il padre*, *la mamma*, *il papà*, *il fratello*, *la sorella*, *lo zio*, *la zia*, *il cugino*, *la cugina*, *il nonno*, *la nonna*  **Friends:**  *l’amico/a*, *gli amici*, *le amiche*  **Adjectives:**  *adatto/a*, *fastidios/a*, *gentile*, *simpatic/a*, *piccolo/a*, *giovane*, *sportivo/a*  **Pets:**  *Hai animali domestici?*; *Sì, ho [*animal*]*; *il gatto*, *il cane*, *il pesce*, *il coniglio*, *il topolino*, *il porcellino d’India*  **Comparative adjectives:**  *è/sono* *più [*adjective*] di...*, *è/sono* *meno [*adjective*] di...*  **Activities:**  *andare a scuola*, *ascoltare la musica*, *guardare la televisione*  **First person plural conjugations:**  *andiamo d’accordo*, *litighiamo*, *giochiamo*  **Adverbs of frequency:**  *sempre*, *spesso*, *non [*verb*] mai*  **Likes/dislikes:**  *Mi piace [*noun/verb*] perché è...*  **Preposition:**  *con*  **Possessive pronouns:**  *il mio/la mia* |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  My home, my area – *La mia casa, il mio quartiere* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Interacting (ML5-CRT-01)  You and a friend are going to Italy on exchange. You have each received an email[[4]](#footnote-4) about your host family’s home and neighbourhood. Read your email[[5]](#footnote-5), allowing time to understand the content. Then, work with your partner[[6]](#footnote-6) to compare your accommodation. In your interaction, ask and answer questions about:   * the location of the home * the type of home, for example, house or apartment * the rooms in the home, including the number of bedrooms * additional features such as balcony or garden * nearby facilities and related activities to do there * your opinion of at least one of the nearby facilities.   Skills   * Describe rooms and features of the home or ideal home. * Share information about where you live. * Identify and describe buildings and facilities in the local area and activities you do there. * Use qualifying adjectives to express opinions on homes and neighbourhood facilities. * Ask for and give directions. * Access texts that compare housing in Australia (or students’ home country) and Italy, using comparative structures. | **Rooms of the house:**  *la camera da letto*, *il salotto*, *la cucina*, *il bagno*, *la sala da pranzo*, *lo studio*  **Adjectives:**  *spazioso/a*, *tranquillo/a*, *grande*, *piccolo/a*, *nuovo/a*, *vecchio/a*, *comodo/a*  **Giving address details:**  *Abito a [*city/suburb*], in via [*street name*], numero [*number*]*; *in* *un quartiere [adjective]*, *in città/campagna*, *al mare*  **Places around town:**  *c’è un parco*, *una piazza*, *un ristorante*, *un caffè*, *uno stadio*, *una biblioteca*, *un supermercato*, *un cinema*, *un ospedale*, *un negozio*, *una pizzeria*  **Adjectives to describe facilities:**  *bello/a*, *brutto/a*, *buono/a*, *antico/a*, *moderno/a*  **Activities:**  *giocare a calcio*, *mangiare una pizza*, *prendere un caffè*  **Qualifying adjectives:**  *troppo*, *abbastanza*  **Directions:**  *Dov’è il/la/lo…?*; *è vicino/a*, *è lontano/a*; *è vicino/a al/alla/all’/allo [*place*]*; *è lontano/a dal/dall’/dalla/dallo [*place*]*; *è in via [*street name*]*, *gira a sinistra/destra*; *Prendi la prima/seconda/terza a sinistra/destra*  **Comparative structures:**  *è piu [*adjective*] di*; *è [*adjective*] come* |

Table 7 – Year 9 – Term 3

|  |  |
| --- | --- |
| Term 3  Fit and healthy – *In forma e in salute* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Understanding texts (ML5-UND-01)  You have received an email from the Italian exchange student at your school describing how they are feeling and seeking advice to improve their health while living in Australia. Respond in English to questions[[7]](#footnote-7) about the email.  Creating texts (ML5-CRT-01)  Create a response in Italian, including:   * 2 questions, to gather more information * 2 suggestions that address their concerns * 2 things you do to maintain a healthy lifestyle, including frequency, duration and weather or seasonal preference.   Skills   * Identify parts of the body and describe injuries. * Describe how you are feeling including symptoms of illness and how long you have had them. * Ask and answer questions about eating habits. * Describe and explain food choices and physical activities including frequency, duration and seasonal preferences. * Use conditional tense to make suggestions to improve lifestyle. * Access information relating to lifestyle and food choices including advice on staying fit and healthy. | **Parts of the body:**  *la gamba*, *la testa*, *il ginocchio*, *lo stomaco*, *il piede*, *il braccio*, *il dito*, *i denti*, *gli occhi*  **Being unwell:**  *farsi male*, *avere mal di [*part of the body*]*, *sentirsi bene/male*  **Expressing duration:**  *Non mi sento bene da [*number*] giorni/settimana*; *Non mi sento bene da ieri*  **Giving advice using the conditional tense:**  *Dovresti [*infinitive*]*; *bere più acqua*, *mangiare più frutta e verdura*, *fare esercizio regolarmente*, *riposarti di più*, *evitare lo stress*  **Informal questioning:**  *Che cosa mangi/bevi?*; *Fai esercizio fisico?*; *Che cosa fai nel tempo libero?*  **Qualifying adjectives:**  *più*, *meno*  **Structures of frequency and duration:**  *ogni giorno/notte/(fine) settimana*, *regolarmente*, *di solito*, *normalmente*, *spesso*, *[number] volte alla settimana*, *per un’ora*  **Describing seasonal activities:**  *in primavera*, *d’estate*, *in autunno*, *d’inverno* |

Table 8 – Year 9 – Term 4

|  |  |
| --- | --- |
| Term 4  Let’s go shopping! – *Facciamo lo shopping!* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Part A**  **Creating texts (ML5-CRT-01)**  You have been invited to an event, for example, a birthday party or formal, and you need a new outfit. Access the [Rinascente](https://www.rinascente.it/it) website to choose at least 3 items of clothing you want to buy to wear to the event. Write a detailed list of the 3 items (clothing, footwear or accessories), including sizes, colours and designs. Write a text message to your best friend outlining:   * the event you will be attending * a description of each new item you will buy to wear to the event * a justification for why you have chosen each item, for example, *Mi piace la camicia bianca perché è meno costoso e mi piace il colore.*   **Part B**  **Interacting (ML5-INT-01)**  In pairs, with one student taking the role of the Italian salesperson and one as the customer, have a conversation[[8]](#footnote-8) in Italian to buy your items.  In your conversation:   * identify the items you want to buy including colour and design * ask for your sizes (clothing and footwear) * ask for prices of the items.   In your interaction, include some negotiation for items, for example, a different size or colour.  **Skills**   * Describe items of clothing, footwear and accessories. * Use direct object pronouns. * Use demonstrative adjectives to specify. * Use demonstrative pronouns to specify. * Discuss appropriate clothing to wear to specific events or venues. * Understand and apply key shopping expressions using formal *Lei*. * Understand the currency used in Italy and use larger numbers to discuss the price of items. * Express what you will wear to an event using the future tense. * Explore Italian clothing and fashion. | **Identifying items of clothing and accessories:**  *la camicia*, *la maglietta*, *il t-shirt*, *la giacca*, *i pantaloni*, *il vestito*, *la gonna*, *le scarpe*, *la borsa*, *la sciarpa*, *la cravatta*  **Identifying colours:**  *giallo/a/i/e*, *rosso/a/i/e*, *arancione/i*, *azzurro/a/i/e*, *verde/i*, *nero/a/i/e*, *bianco/a/-ch/-che*, *rosa*, *marrone/i*, *grigio/a/-/e*  **Describing clothing materials:**  *di pelle/cotone/lana*  **Direct object pronouns:**  *lo/la/li/le*  **Describing shopping and clothing preferences:**  *preferire*, *portare*, *comprare*  **Deomonstartive adjectives:**  *questo*, *questa*, *queste*, *questi*, *quello*, *quella*, *quegli*, *quelle*  **Events or venues:**  *il compleanno*, *il Natale*, *il Capodanno*, *una festa*, *a chiesa*  **Shopping expressions:**  *Desidera?*; *Quanto costa?*; *Vorrei/Cerco…*; *Che taglia/numero porti/a?* *Porto il [*number*]*  **Describing the cost in euros:**  numbers above 100  **Expressing what you will do using the future tense:**  *indosserrò*, *andrò*, *ballerò* |

## Year 10

Table 9 – Year 10 – Term 1

|  |  |
| --- | --- |
| Term 1  A typical week – *Una settimana tipica* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Creating texts (ML5-CRT-01)  A class in Italy wants to exchange videos with your class to learn about the daily lives of teenagers in Italy and Australia. Create a short video describing your average week, including weekdays and weekends.  Include:   * a greeting, appropriate introductory sentence and sign-off * an outline of what you usually do in the morning, from the time you wake up until you arrive at school * the start and finish times of school * a detailed description of at least 3 activities you regularly do after school or on the weekend, with frequency and reasons why you do these activities * an activity you do with family or friends, with frequency and your opinion about it * an activity you do not do often, with reason(s) * a statement about at least 2 household chores you do and/or do not do, with frequency and opinions * a variety of at least 3 questions for the Italian students about their average week.   Skills   * Exchange information relating to daily routines, using reflexive verbs, time and days of the week. * Share information about leisure activities including justifications, 24-hour time, frequency and duration. * Use conjugations of irregular verbs *andare*, *fare* and *uscire* to express leisure activities and household chores. * Use direct object pronouns to discuss leisure activities and household chores. * Discuss household chores, frequency and likes/dislikes, with reasons. | **Reflexive verbs to describe daily routine:**  *mi sveglio*, *mi alzo*, *mi vesto*, *mi lavo (i denti)*, *mi preparo*, *mi riposo*, *mi spoglio*, *mi metto (il pigiama)*, *mi addormento*; *svegliarsi*, *alzarsi*, *vestirsi*, *lavarsi (i denti)*, *prepararsi*, *riposarsi*, *spogliarsi*, *mettersi (il pigiama)*, *addormentarsi*  **Asking questions:**  *Quando ...?*; *A che ora...?*  **Expressing time to the hour and in 24-hour time:**  *sono le tre meno dieci*, *sono le nove meno cinque/dieci/quindici/venti*, *sono le tredici/quattordici/quindici/diciannove*  **Discussing leisure activities:**  *andare a correre/al cinema/alla spiaggia/in pizzeria/in città*; *fare un giro in bici*; *giocare a [*sport*]*; *giocare ai* *videogiochi*; *suonare [*instrumen*t]*; *fare una passeggiata*; *fare lo skateboard*; *uscire con gli amici*; *guardare la TV/Netflix*; *chattare online*; *usare i social (media)*  **Conjunctions:**  *oppure*, *però*, *o… o…*, *dopo*, *prima*  **Expressing degrees of likes and dislikes:**  *mi piace un po’/abbastanza/molto/moltissimo/tanto/tantissimo*  **Describing frequency:**  *qualche volta*, *raramente*  **Expressing duration:**  *dalle…alle…*  **Using possessive adjectives to express ownership:**  *il mio/la mia/i miei/le mie*, *il tuo/la tua/i tuoi/le tue*, *il suo/la sua/i suoi/le sue*, *il nostro/la nostra/i nostri/le nostre*, *il vostro/la vostra/i vostri/le vostre*, *il loro/la loro/i lori/le loro*  **Justifying choice of activity:**  *fa bene alla salute*, *rudice la tensione*, *è la mia passione*, *è rilassante*  **Using irregular verbs to describe activities:**  *fare*, *andare*, *uscire*  **Using direct object pronouns with *piacere* to express likes and dislikes:**  *(non) mi piace farlo*  **Chores:**  *fare il letto*, *fare la spesa*, *preparare la colazione/cena*, *lavare i piatti*, *caricare/svuotare la lavastoviglie*, *fare il bucato*, *passare l’aspirapolvere*, *riordinare la camera da letto*, *dare da mangiare al gatto/cane*, *portare a passeggio il cane* |

Table 10 – Year 10 – Term 2

|  |  |
| --- | --- |
| Term 2  Parties and celebrations – *Le feste e celebrazioni* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Interacting (ML5-INT-01)  You and your Italian friend are considering attending a *Ferragosto* celebration[[9]](#footnote-9) held in Sydney.  **In pairs, consider the information on this** [website](https://www.canadabay.nsw.gov.au/ferragosto) **and have a conversation**[[10]](#footnote-10) **about the festival.**  **In your conversation discuss:**   * what the event is for * the details of the festival including date, time and location * a comment on at least one activity you could do at the festival that appeals and one activity that does not appeal to you * your plans to attend the festival (or not), with reasons.   Skills   * Discuss activities related to celebrations revising present tense verbs. * Express ability using the modal verb *potere*, *volere*, *dovere*. * Accept and decline invitations with reasons. * Agree or disagree with someone. * Access texts relating to significant cultural events in Italy and how they are celebrated. | **Activities:**  *acoltare la musica*, *divertirsi*, *cantare*, *andare a chiesa*  **Using modal verbs to express what you can, want to and must do:**  *potere*, *volere*, *dovere*, *Non posso uscire con le mie amiche perché devo fare il bucato*  **Accepting or decline invitations:**  *Sì, volentieri*; *No, non posso/voglio perché…*  **Agree or disagree:**  *Sono d’accordo*; *Penso di si/non*; *Siamo d’accordo* |

Table 11 – Year 10 – Term 3

|  |  |
| --- | --- |
| Term 3  What work do you do? – *Che lavoro fai?* | Suggested grammar, vocabulary and structures |
| **Assessment task**  **Understanding texts (ML5-UND-01)**  **You have received 3 messages** **from your Italian friends, sharing information about their pocket money and their part-time jobs, including information about how they help at home to earn pocket money, and details about their jobs, including how much they earn, their responsibilities and how they feel about the work.**  **Complete a PMI chart for each job, then indicate which person you think has the best situation, with justifications.**  **Interacting (ML5-INT-01)**  You are being interviewed for an Italian podcast[[11]](#footnote-11) on teenagers and work. You will be asked questions about:   * what work you do to help at home * what you did last weekend to help at home * if you have a part-time job * if you do have a part-time job, what you do and if you like it, with reasons; if you do not have a part-time job, what you would like to do, with reasons.   **Skills**   * Share information about part-time jobs for teenagers. * Describe their work. * Share information about job preferences. * Use *da* to express how long someone has been doing a job for. * Express what activities you did last weekend. * Access information about earnings and pocket money. * Discuss wishes for future work using the conditional of piacere. | **Jobs:**  *fare il cameriere/il babysitter*, *lavare le macchine*, *essere barista*, *lavorare a McDonald’s*, *servire clienti in un caffè/ristorante*, *aiutare a casa*  **Describing work/jobs:**  *è* *faticoso*, *paziente*, *manuale*, *utile*, *fisico*  **Express activities in the past using the present perfect tense:**  *avere* *[*past participle*]*; *ho lavorato*/*fatto/guardagnato*  **Describe what you would like to do using the conditional tense:**  *mi piacerebbe [*infinitive*]*, *Mi piacerebbe viaggiare/imparare a [*activity*]/partecipare a un corso di [*subjec*t]/andare all’università* |

Table 12 – Year 10 – Term 4

|  |  |
| --- | --- |
| Term 4  What a great holiday! – *Che belle vacanze!* | Suggested grammar, vocabulary and structures |
| ****Assessment task****  Creating texts (ML5-CRT-01)  You have just returned to school after the holidays. Create a diary entry to describe what you did on your holiday (real or imagined).  Include:   * where you went, with details about the location using compass points * when you went and for how long * how you travelled there * where you stayed * what the weather was like * at least 3 activities you did while you were on holiday * a detailed description of one activity including why you liked it or why you didn’t like it.   Skills   * Describe places you have been to, for how long, where you stayed and how you got there using the past tense with *essere*. * Describe different geographical locations using compass points, prepositions of place and adjectives. * Use the past tense with *avere* to recount the past. * Use expressions of time in the past. * Use the imperfect tense of *essere* and *fare* to describe the past. * Express how you felt about an activity or place. * Access texts exploring popular holiday destinations in Italy. | **Exploring destinations:**  *in montagna*, *sulla costa*, *al mare/lago/fiume*, *in campagna*  **Using prepositions to describe destinations:**  *a Roma* *in Italia*, a *Parigi in Francia*, *a Washington negli Stati Uniti*, *a Pechino in Cina*, *a nord/sud/est/ovest di [*place*]*  **Describing events in the past tense using the present perfect tense:**  *essere [*past *participle]*, *sono andato/a*, *sei stato/a*, *siamo arrivati*, *sono partiti*, *sei venuto*  **Describing additional modes of transport:**  *in aereo/treno/nave/traghetto*  **Describing where you stayed:**  *rimanere/sono rimasto/a in…*, *un* *albergo/hotel/ostello/campeggio*, *in una pensione*, *con amici*  **Expressions of time:**  *la settimana scorsa*, *lo scorso fine settimana*, *nelle vacanze*  **Describing in the past using the imperfect tense:**  *c’era tanta gente/una bella spiaggia/tanti ristoranti*, *faceva freddo*, *pioveva*, *c’era una tempesta*  **Expressing how much you liked or disliked something in the present perfect:**  *mi è piaciuto/a molto/tantissimo*, *non mi è piaciuto*; *ho trovato bellissima/divertente/difficile/noioso*, *ho adorato* |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Italian 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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1. Teacher to provide profile cards that include the necessary information. [↑](#footnote-ref-1)
2. The table will be provided by the teacher. [↑](#footnote-ref-2)
3. Students take turns playing the role of the wait person. **They are not assessed in this role – it is only to support the interactions.** Students are only assessed when they are being ‘customers’. [↑](#footnote-ref-3)
4. Teacher to provide texts – each student should have their own text, with differing information. [↑](#footnote-ref-4)
5. Students read their email individually. Allow time for students to understand the content of their email, including using a word bank or dictionary, if needed. This will support students in their interactions. [↑](#footnote-ref-5)
6. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). [↑](#footnote-ref-6)
7. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-7)
8. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). The teacher could play the role of one of the students. [↑](#footnote-ref-8)
9. Students could also research their own celebration, if preferred, to allow for student choice. The focus of the task is on language use, not cultural information. [↑](#footnote-ref-9)
10. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class or record their conversation using a platform such as [Flip](https://info.flip.com/en-us.html). The teacher could play the role of one of the students. [↑](#footnote-ref-10)
11. The interaction could take place with the teacher playing the role of podcast host, or between 2 students, with students repeating the interaction but swapping roles. [↑](#footnote-ref-11)