Italian Stage 4 – sample unit of work

Do you like school? – *Ti piace la scuola?*

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# Unit description and duration

This 10-week (25-hour) unit introduces students to sharing information about their school day and allows opportunities to compare school routines in Australia and Italy. Students will develop the language skills and intercultural capability to describe their subjects, friends and teachers, and to express preferences with reasons. Students will also discuss how they get to school, and the times and days of the week that schooling occurs.

In this unit, students are provided with opportunities to:

* identify school subjects
* identify days and times, including when school and breaks start and finish
* ask and answer questions about how they travel to and from school
* describe subjects and people at school, using adjectives
* discuss subject preferences, with reasoning.

# Student prior learning

This is the second unit of the Stage 4 scope and sequence for the mandatory 100 hours. No prerequisite knowledge is required.

Before engaging in these teaching and learning activities, students may have had prior experience with:

* greetings and introducing others
* numbers and expressing age
* expressing where they live and their nationality
* expressing simple likes and dislikes, for example, *mi piace la musica*.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content points are included after each teaching and learning activity. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

# Summative assessment task – end of unit

This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A).

**Outcome:**

* **ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

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
* **your opinion on at least 3 subjects you do at school, including one 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.

# Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and materials, and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Anchor chart** – this unit of work includes a [class anchor chart](https://www.weareteachers.com/anchor-charts-101/), which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be set out with various categories, such as times (for example, *sono le otto e un quarto, è mezzogiorno*), days of the week (for example, *lunedì, martedì*), adjectives (for example, *intelligente, carino*), modes of transport (for example, *in treno*, *in macchina*). These can be colour coded and annotated for easy reference.

**Online flashcards** – throughout the unit, provide students with opportunities to create vocabulary and play games to practise new vocabulary and structures. Use a platform such as [Quizlet](https://quizlet.com/en-gb) or similar.

**Mini whiteboards** – this unit includes activities with mini whiteboards. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.

## Weeks 1–3 – times and days

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 1 – learning intentions and success criteria for Weeks 1–3

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there is a structure to follow when telling the time in Italian * there are different structures to use when saying when something happens, according to the time and the day * school days are structured differently in Italy. | Students can:   * tell the time on and past the hour in Italian * state at what time and on what day something happens, using correct language structures, for example, when school finishes or a movie is on * identify the differences between the structure of a school day in Italy and their own school in Australia and/or country of origin. |

**Suggested vocabulary and grammatical structures**:

**Numbers up to 100:** revision of 0–31, introduce 32–100

**Asking and telling the time:** *Che ora sono?, Che ora è?, sono le tre, sono le quattro e cinque/dieci/un quarto/mezza, è l’una, è mezzogiorno, è mezzanotte*

**Days of the week:** *lunedì, martedì, mercoledì, giovedì, venerdì, sabato, domenica*

**Expressing on what days of the week and at what time events start and finish:** *La scuola comincia/finisce alle [*time*]*; *Arrivo a scuola alle nove*; *Il lunedì torno a casa alle quattro*

### Numbers

* Introduce the final summative assessment task which students will do at the end of term. Discuss the expectations of the task and the marking guidelines, to ensure students understand expectations and learning goals. Explain that all activities completed this term will build the students’ skills to help them complete the task. Encourage the students to ask questions.
* To build the field, students read the information in [Back to school: 10 things you should know about the Italian school system](https://www.italymagazine.com/featured-story/back-school-10-things-you-should-know-about-italian-school-system). Students create a table in their books or on their devices with the headings: Time, Days of the week, Subjects and Transport, and then complete each column with the information they discover from the website. This information will form the basis of an anchor chart for vocabulary learned throughout the unit. Discuss the differences and similarities between the NSW school system and the Italian school system. Encourage EAL/D students in the class to contribute to the discussion with information about their home culture[[1]](#footnote-2) and to add vocabulary to their books in Italian and in their home language when required. In small groups, students complete a [Plus, Minus, Interesting (PMI) chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551?clearCache=843582a6-42a0-bef-222c-6704fd37a4cb) to generate discussion around the positives, negatives and interesting ideas associated with schooling in Italy. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Review numbers by watching the YouTube clip [Italian Numbers 1–20](https://www.youtube.com/watch?v=H7F-zDx1v2s) (1:00). Encourage students to repeat the numbers at each interval. Use the [‘Numbers 0–100’ resource (PPTX 2.8 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-numbers-0-100.pptx) (slides 1 to 26) with choral repetition to practise pronunciation of numbers between one and 20. Use slide 27 to introduce and explain how to from larger numbers. Write 5 to 6 larger numbers on the board, for example, 36, 42, 55, 68, 27, 46. Model the Italian for each number on the board, eliciting answers from the class. Check for student understanding by writing *ventuno* on the board and asking them to explain how to join the numbers together with *uno*. Consider modelling more examples of larger numbers if necessary, for example, 41, 61, 21 and so on. Play a game of ‘Beat the teacher’ by writing a number on the board and saying it aloud as you point to it. The students repeat after you if you have used the word that identifies the number correctly. If the word is different from the number on the board, they remain silent to win a point. If the word does not match the number and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Revise saying age – *Quanti anni hai? Ho…anni*. Practise with a range of students in the class. Revise or introduce how to ask and express how old someone else is, using *Quanti anni ha? Ha…anni*. Write a series of names and ages on the board, for example, Kirra – 32, Peter – 60, Maddi – 19, Ahmed – 24. Elicit responses from students until they feel confident. Students consolidate understanding using the [‘Ages and numbers’ resource (DOCX 724 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-ages-and-numbers.docx). **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Play the game *Pesce rosso* (‘Red fish’)*.* Students form a circle and count around the circle from one to 20 in Italian. Once they are confident with the numbers, increase the range to one to 50 and introduce replacing numbers with a multiple of 5 with the word ‘*pesce*’ (for 5, 10, 15, 20, 25, 30). After a lap around the circle, add that they need to say ‘*rosso*’ for a multiple of 7. If a student gets to the number 35 (a multiple of 5 and 7) they must say[[2]](#footnote-3) ‘*pesce rosso*’ to win. If a student makes a mistake while counting, they are out and the number count starts again from one. The game can be varied with different multiples each round. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**

 **Differentiation examples**

Provide students requiring additional support a list of the numbers in Italian, with the multiples of 5 and 7 highlighted.

* For consolidation of numbers, students play a game of [*Scale e serpenti*](https://www.canva.com/design/DAF-zIEkjDA/ZW5YdAAwOiza1SkYPSVG1w/view?utm_content=DAF-zIEkjDA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) (‘Snakes and ladders’) – this is an editable template, which you can adapt for your context. Students play in small groups – provide each group with one or 2 die. Students use items from their pencil case as tokens. Before beginning, introduce the phrases required for interactive play, for example, *Tocca a te*, *Bene*, *Meno male!,* *Che* *sfiga!, Ecco i dadi*. As each student rolls, they count in Italian as they move their token. When a student lands at the bottom of a ladder, they draw a question card from the pile. To move up the ladder, they must answer the question correctly. If they do not answer correctly, they continue play without climbing the ladder. Students who land at the top of a snake must slide down the snake. The first player to 100 wins. **Use features of the sound system in spoken interactions; Socialise with peers (ML4-INT-01)**
* **Exit ticket** – students must identify the number you write on the whiteboard, in Italian or in English depending on student ability.

### What time and which day?

* Introduce the time in Italian by writing the question *Che ore sono?* on the board. Using an [interactive digital clock](https://www.visnos.com/demos/clock)[[3]](#footnote-4) announce the time on the hour using the phrase *Sono le* *[*number*]*. Write the structure on the board to model the response. Provide several examples, changing the time on the clockface and announcing the time, before asking students to respond independently to the question in Italian, using the modelled structures. Model the structure for one o’clock, *È l’una*. See if students can explain why *è* is used with one o’clock and *sono* is used with most other times. Explain that the structure used to tell the time literally means ‘they are 2/3/4 hours’. To express one o’clock, the structure is changed to ‘it is one hour’. Introduce the phrases *È mezzogiorno* and *È mezzanotte*. Explain that both *Che ore sono?* (literally ‘What hours are there?’) and *Che ora è?* (literally ‘What hour is it?’) can be used to ask the time in Italian. Generally, *Che ore sono?* is more common, although you might hear *Che ora è?* when the time is around one o’clock. Direct students to take turns, with a partner, asking and answering the question *Che ore sono?* as you change the time on the interactive clock. Add new structures to the anchor chart as students add them to their books or devices. **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Students play a version of *Lupo, che ore sono?* (‘What’s the time Mr Wolf?’) in Italian with times on the hour. This game might be played outside. The ‘*lupo*’ is positioned at the front of the classroom and has their back turned to the class. The group asks *Lupo, che ore sono?* The ‘*lupo*’ writes a time of their choosing in Italian on a mini whiteboard, holds it up to the class and calls out that time. Students must listen to and/or read the time called out by the ‘*lupo*’ and count aloud the corresponding number of steps as they step towards the ‘*lupo*’ at the front. Within a specified number of rounds (to be pre-determined by you and told to the student), when asked the time by the class, the ‘*lupo*’ says *È ora di mangiare*, turns and tries to tag a class member to be the next wolf. A new round begins with a new wolf. If a new wolf wasn’t ‘caught’, nominate a new wolf or call for a volunteer. Students can play without the mini whiteboard, if confident. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* To introduce telling times past the hour and to practise identifying features of the sound system, students complete ‘Activity 1 – break the flow’ in the [‘What time is it?’ resource (DOCX 391 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it.docx), where they are given sentences that contain different times without spaces. Students listen as you read aloud the different times at natural speed (or you can use the audio file in the teacher section of the resource, pausing where appropriate). The students draw lines in the sentences to show where they think the spaces should be, based on their knowledge of numbers and time and how they think the sentence is broken into words. Do not correct this activity with students yet – it will be corrected as part of the next activity. **Use knowledge and features of the sound system to understand texts (ML4-UND-01)**
* Using the [‘What time is it?’ resource (PPTX 2.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it-slideshow.pptx), revise time on the hour and introduce the phrases for expressing past the hour: *e* *[*number of minutes*]*, *e un quarto* and *e mezza*. Direct students to add the new structures to their books or devices as you add them to the anchor chart. Students can refer to the time structures modelled in slide 15 from the [‘What time is it?’ resource (PPTX 2.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it-slideshow.pptx). Students check their answers for the ‘Activity 1 – break the flow’ in the [‘What time is it?’ resource (DOCX 391 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it.docx), to see if they have added spaces in the appropriate places in each sentence, making corrections where necessary. Students consolidate new learning by completing Activity 2 and Activity 3 in [‘What time is it?’ resource (DOCX 391 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it.docx). **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Students participate in a game in pairs, with one student facing the board and the second student facing the rear of the classroom with a mini whiteboard and marker. Write a time on the board (using numerals, for example, 7:05) and say *Pronti!* (‘Ready!’) to begin. The student facing the rear must ask their partner *Che ore sono?* and the student facing the front must state the time from the board in Italian. Their partner writes the time (using numerals) on their mini whiteboard, holds it up and says *Finito!* The first pair to show the correct time wins the point. Direct students to exchange places after 5 rounds or a number to be determined by you. This activity can be done with a group of 3 students, rotating the roles after a number of rounds. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Provide students with the [‘Time activities’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-time-activities.docx) to complete a number of consolidation activities to practise the time in Italian. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use knowledge of features of the sound system to understand texts (ML4-UND-01)**

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate telling the time for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – introduce additional vocabulary *di mattina*, *del pomeriggio*, *di sera* and *di notte* by asking them how they distinguish between 8 at night and 8 in the morning in English. Introduce the phrases that are used in Italian to make the distinction between am or pm, using slide 18 of the [‘What time is it?’ resource (PPTX 2.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-what-time-is-it-slideshow.pptx). Students add these new phrases in their books or devices. Encourage students to investigate how to express 24-hour time in Italian.

**Students requiring additional support** – write 5 to 6 times on the board, in Italian, or provide on a piece of paper. In pairs, students order the times from earliest to latest. Provide students with a ‘time’ sentence builder while they build confidence. [View a sample.](https://www.canva.com/design/DAF-0WyUvCA/1MQAKyrhiqZX0wUfwAolcw/view?utm_content=DAF-0WyUvCA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview)

* Write the questions *A che ora comincia la scuola?* and *A che ora finisce la scuola?* on the board to model how to ask what time school starts and finishes. Using slides 2 and 3 from the [‘School starts’ resource (PPTX 23.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-starts-slideshow.pptx), show the images of schools with different starting and finishing times and model a response on the board for both slides to express what time school starts *La scuola comincia alle nove*, and finishes, *La scuola finisce alle sei,* asking for input from the class*.* Discuss the difference between stating the time, (***è*** *l’una*, ***sono*** *le quattro* and so on), and saying that something occurs at a particular time using the preposition *all’* for one o’clock (*all’una*), *a* for *mezzogiorno/mezzanotte* and *alle* *[*number*]* for all other times. Using the images in slides 4 to 6 in the [‘School starts’ resource (PPTX 23.6 MB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-starts-slideshow.pptx) as prompts, co-create sentences in Italian on the board using the structures *La scuola* *comincia* *alle* *[*time*]* and *La scuola* *finisce alle [*time*]*. Ask students to independently create the sentences for the starting and finishing times for the schools for the remaining 4 slides. Students write the responses in their books or devices. Students then create 2 sentences with the start and finish time for their own school. Add these to the anchor chart. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Provide students with the [‘School starts’ resource (DOCX 314 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-starts.docx) to complete a range of activities to practise the new structures. **Use knowledge of features of the sound system to understand texts; Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the [‘School card game’ resource (DOCX 365 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-card-game.docx) students play a card game in 2 groups to exchange information about school starting and finishing times. Before beginning the game, read the instructions as a class and practise with a volunteer student, to model the interaction. **Use structures and features of the grammatical system to interact; Ask questions and describe actions (ML4-INT-01)**
* Introduce days of the week with the [Italian days of the week children’s song](https://www.youtube.com/watch?v=I9DyFgDEv2w) (2:27) or [Italian days of the week song with gestures](https://www.youtube.com/watch?v=K3Rv0F-GOsU) (0:23). Replay the songs as necessary and encourage students to sing along. Add the new vocabulary on the anchor chart, while students add to their books and devices. Students participate in a Quizlet on [Time and days of the week](https://quizlet.com/au/813956206/a-che-ora-flash-cards/?i=54vxzg&x=1qqt) to consolidate learning of new vocabulary. Students then create sentences in their books or devices to state what time school starts and finishes for them on the different days of the week using the structure *La scuola comincia/finisce alle* *[*time*]* *il* *[*day of the week*]*, remembering to use the appropriate preposition *all’* or *alle* depending on the time. Point out the use of the word *il* to mean ‘every [day of the week]’. This concept will be explained in greater detail later in the learning sequence. Move around the room as students complete the sentences, asking them to respond to the question in Italian, correcting pronunciation and sentence structures where appropriate. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Provide students with the [‘At the cinema’ resource (DOCX 823 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-at-the-cinema.docx) to read and answer questions about the days and times of various movies on the schedule. In Activity 3, students participate in a ‘Walk and talk’ activity to share the information they have included on their own schedule. Direct students to walk around the room. After a few moments direct them to stop and ‘talk’ with the nearest person. Indicate which person in the pair (closest to the board, closest to the window and so on) must ask the questions *Quale film c’è il [*day of the week*]?* and *A che ora comincia [*film*]?* Once they have had time to exchange information about one of the films, direct them to begin moving around the room again for the next interaction about a different film. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Use relevant and familiar vocabulary from a range of texts to interact; Use structures and features of the grammatical system to interact (ML-INT-01)**
* Provide students with the [‘Session times’ resource (DOCX 313 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-session-times.docx) where they listen[[4]](#footnote-5) to a recording of scheduling information for a local cinema. Students complete the table with the missing information, based on their understanding of the text. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes** **(ML4-UND-01)**
* Provide students with the [‘Full volume’ resource (DOCX 1296 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-full-volume.docx) advertising a music festival*.* Students answer questions in English about the festival. Alternatively, this resource can be used as the basis for an interactive task or cloze passage, depending on the cohort (see additional information and suggestions for differentiation in the resource). **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* **Exit ticket** – using the session times from the [‘At the cinema’ resource (DOCX 823 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-at-the-cinema.docx), students must respond in Italian to questions such as *Quale film c’è il [*day of the week*]?* or *A che ora comincia [*film*]?*

### Mini task – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – audio message and email |
| As a formative assessment task, to ensure they are on track to succeed in the final summative assessment task, students complete the [‘Mini task – progress checkpoint 1’ resource (DOCX 322 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-mini-task-progress-checkpoint-1.docx), using comprehension strategies to understand an audio message from a student in Italy and writing a reply to the email in Italian.  **Task** – you are about to participate in a school exchange with your sister school in Italy. You have just received an audio message from a student at the school, welcoming you and describing the structure of the day at your sister school. Provide a translation of the recording for your family so they will know when is an appropriate time to contact you while you are away. In your translation ensure you include:   * when the student’s school begins * when the student arrives at school * when they eat * when they get home.   Create a message reply in Italian, describing the structure of your school week to show how it is different to theirs. For example, O*n Mondays, Wednesdays, Thursdays and Fridays school begins at 9 and finishes at 3:15. On Tuesdays school begins at 9:15 and finishes at 2. I get to school at 8:30 and I get home at 4. I eat at one.*  **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**  Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals.  **Teacher feedback** – as students are working on their translations, provide verbal feedback and, where required, orally repeat key phrases that students might have misunderstood. At the conclusion of the task, co-create a model email and discuss as a class. Discuss errors you noticed while providing students with feedback, and check for understanding. |

 **Student reflection** – students complete a learning reflection journal entry, digitally using multimodal technology such as Keynote or an iPad or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in Italian that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 4–5 – transport

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 3 – learning intentions and success criteria for Weeks 4–5

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * there are verb patterns to follow when talking about their day * there are various ways students can travel to school * there are different forms of adjectives depending on the gender of the noun in Italian. | Students can:   * use correct verb conjugations of regular and irregular verbs to describe the structure of their day in the present tense * describe how they travel to and from school using correct verb forms, prepositions and modes of transport * use correct forms of adjectives when describing objects. |

**Suggested vocabulary and grammatical structures:**

**Modes of transport:** *in autobus, in macchina, in motorino, in monopattino, in treno, in bici(cletta), a piedi*

**Italian transport brands,** for example, *Vespa*, *Microlino*, *Ferrari*

**Asking what is your favourite (car) and why:** *Qual è la tua macchina preferita?* *Perché?*

**Describing:** *Com’è? È* *sportivo/a, carino/a, piccolo/a, bello/a, moderno/a, iconico/a, di moda, tradizionale, divertente, grande*

**Asking and responding to questions about your day:** *A che ora arrivi a scuola?, Arrivo alle [*time*], A che ora mangi?, Mangio alle [*time*], A che ora torni a casa? Torno a casa alle [*time*]*

### Getting to and from school

* On the board, write the sentences *Arrivo a scuola alle otto giovedì* and *L’autobus arriva a scuola alle otto il giovedì*. Ask students to identify the differences between the sentences (the verb conjugations and the use of the article *il* in the second sentence to designate the day of the week). Giving examples in English, explain that verbs have different conjugations for different subject pronouns in most languages, including English, for example, I arrive, the bus arrives. Ask students how they think the *il* in the second sentence changes the meaning. Explain that the *il* makes a distinction between stating that something occurs on Thursday (*giovedì*) and something occurs every Thursday (*il giovedì*). Provide students with the [‘Bus timetable’ resource (DOCX 569 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-bus-timetable.docx). Draw attention to the use of the verb form *arriva* to discuss when the bus arrives at the destinations on the timetable. Students complete the activities to consolidate learning of times and days of the week, modelling their responses on the examples provided in the resource. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Discuss with the class what a blog is, including possible language features (such as register, emojis) and structure. Provide students with the [‘My school day’ resource (DOCX 3304 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-my-school-day.docx) in which they use a range of comprehension strategies to explore a series of blog posts where students in Italy discuss their school day. Ask students to locate the phrases *Arrivo* *a scuola*, *Torno a casa*, *Mangio alle* *[*time*]* and predict their meaning in the context of the blog. Confirm the meaning of the phrases and add new vocabulary to the anchor chart, directing students to add to their books or devices. Students complete Activity 1 using the information they have identified in the posts. Additional activities in the resource will be completed later in the learning sequence. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* Provide students with the [‘At what time …?’ resource (DOCX 1178 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-at-what-time.docx) to practise the new sentence structures, through a listening activity, writing activity and an interacting game. Before completing the interacting game, review the questions students have been asked about the structure of their school day, for example, *A che ora arrivi a scuola? A che ora torni a casa?* *A che ora mangi?* Write the questions on the board and point out the different verb conjugations when asking the questions (in the *tu* form) instead of answering them (using the *io* form). Using the cards in the resource and the questions on the board, model an interaction with a volunteer student. Repeat the interaction until students are confident to interact independently. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01); Ask questions and describe actions (ML4-INT-04)**
* Refer back to the [‘My school day’ resource (DOCX 3304 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-my-school-day.docx) and ask students to complete Activity 2 to identify the modes of transport in each post. Identify with the class other ways they might get to school. Review the transport vocabulary identified in the activity, using the [‘Modes of transport’ resource (PPTX 1495 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-modes-of-transport.pptx) and practising choral repetition to model correct pronunciation and intonation. Add the new vocabulary on the anchor chart, while students add to their books and devices. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Students complete Activities 3 and 4 of the [‘My school day’ resource (DOCX 3304 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-my-school-day.docx), listening to people describing their day, including arrival at school and eating times, transport and what time they get home, and completing a translation activity. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Students complete Activity 5 of the [‘My school day’ resource (DOCX 3304 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-my-school-day.docx), creating their own blog about a school day. Students use the blog posts as a guide to structure their own text. See resource for differentiation strategies for this activity. **Use familiar text features; Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Using the [‘Bingo cards’ resource (DOCX 674 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-bingo-cards.docx), students play a game of bingo which includes days of the week, times and modes of transport. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**

 **Differentiation examples**

**High potential and gifted students and students with advanced proficiency** – students play games of bingo in small groups with students taking turns to be the caller.

**Students requiring additional support** – when playing the bingo game, provide students with the sentences you will call out.

* **Exit ticket** – draw 3 images on the board to represent school, home and eating. As students leave the room, point to one of the images and ask when students do that activity, for example, *A che ora torni a casa?* or *A che ora mangi?*
* Write the phrases *ce l’ho* (‘I have it’) and *non ce l’ho* (‘I don’t have it’) on the board. Ask students to identify the meaning of any of the phrases from prior knowledge or learning. Explain that they will need these phrases for the next activity. Students participate in a ‘walk and talk’ activity using the bingo cards from the previous activity as prompts for an interaction with each other. Each student has one bingo card with 16 images. When directed, students move around the room until they are told to stop. Identify which person asks the question in the interaction each time (the one closest to the windows, the ones facing the front of the room and so on). Students greet each other appropriately and, without showing the other person, choose an image from their bingo card and say the phrase that matches that image. For example, *a piedi, alle cinque e un quarto, domenica*. If the phrase matches any of the images on their partner’s card, the partner says *ce l’ho* and they can both cross them off. If they don’t have the matching image, the partner says *non ce l’ho*. Students continue to say phrases from their cards, taking turns to say the phrases that are represented by the images on their bingo card, until the teacher directs them to ‘walk’. The students must farewell each other before they move on. They then repeat the process with new partners. The first student to have crossed off all of the images in any one row is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using the [‘At what time? – profile cards’ resource (DOCX 431 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-at-what-time-profile-cards.docx), students answer questions based on the profile card they have, and then participate in a ‘find someone who’ activity to identify someone who matches their profile for each question. **Use relevant and familiar vocabulary from a range of themes to interact; Use structures and features of the grammatical system to interact; Socialise with peers (ML4-INT-01)**

### What’s your favourite?

* Revisit the vocabulary for transport using the [‘Modes of transport’ resource (PPTX 1495 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-modes-of-transport.pptx), paying particular attention to *macchina* and *motorino*. Brainstorm with students uniquely Italian modes or brands of transport. Show them the clip of [Italian Car Brands (2:07)](https://www.youtube.com/watch?v=Z88O7qWK1Sc) and see how many they guessed correctly. Watch the clip [Vespa: The Scooter That Rebuilt Italy (7:11)](https://www.youtube.com/watch?v=se7QMHyg_X0) until 6:20, about the creation of the Vespa, and ask students to note the meaning of *vespa* while they watch and listen. Show students an image of a [Piaggio Ape](https://en.wikipedia.org/wiki/Piaggio_Ape#/media/File:Piaggio_Vespacar_APE_P400V_MPF.dsc01304.jpg) and explain the meaning of *ape* (‘bee’). Explain that this name came from the vehicle’s ability to carry heavier loads, as well as its distinctive buzzing sound. Discuss the need for smaller cars in many Italian cities, due to the narrow streets and limited parking.
* Provide students with the [‘*Il Microlino*’ resource (DOCX 315 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-the-microlino.docx) and view the clip showing a [*Microlino*](https://www.youtube.com/shorts/YzFJwTZ7X8Y) *(0:50)* to complete the activities. Students identify words and phrases they might know or can guess from context. Ask students what language they recognise in this clip. Write the phrase *Qual è la tua macchina preferita?* on the board and ask students what they think it means. Write the phrase *La mia macchina preferita è [*car brand/type*]* on the board and model a response*.* Ask volunteer students the question, modelling and correcting pronunciation as necessary as they respond using the modelled structure and the car brands they have identified. Repeat the interactionuntil they are confident with the structures. Either as a whole class or in teams, direct students to ask and answer the question in a chain around the room, until everyone has asked and answered the question. **Use knowledge of structures and features of the grammatical system to understand and respond to texts (ML4-UND-01), Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using the [‘Adjectives – modes of transport’ resource (PPTX 2097 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-modes-of-transport-slideshow.pptx) introduce new vocabulary to describe cars. Point out that sometimes there are 2 different forms of the adjective, which will be explained later in the learning sequence, and ask students to repeat the vocabulary in a choral response. Add the new vocabulary on the anchor chart, while students add to their books and devices. Play a game of ‘Beat the teacher’ with the new vocabulary using the [‘Adjectives – modes of transport’ resource (PPTX 2097 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-modes-of-transport-slideshow.pptx). Show students different pictures, without the text. Say an adjective aloud, in Italian, as you point to the image. The students repeat after you if you have used the word that identifies the image correctly. If the word is different from the item in the image, they remain silent to win a point. If the word does not match the picture and anyone in the class makes a sound, you take the point. The first to 7 points is the winner. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Revise the question *Qual è la tua macchina preferita?* and ask *Perché?* writing both questions on the board. Ask students if they know what *Perché?* means. Model a response on the board using the phrase *La mia macchina preferita è [*car brand/type*] perché è [*adjective*].* Review the adjectives from the [‘Adjectives – modes of transport’ resource (PPTX 2097 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-modes-of-transport-slideshow.pptx), taking note of which adjectives have 2 different forms. Elicit a reason for this from the students (masculine and feminine nouns). Review the concept of the gender of nouns with students and ask them to identify the gender of the word *la macchina*, asking them which form of the adjective they will use when describing their favourite car and why. Write the sentence *La mia macchina preferita è la Fiat perché è carina e tradizionale*. From the list of adjectives they have learnt, discuss those that only have one form and therefore will stay the same regardless of the gender of the noun (*tradizionale, intelligente, grande, di moda*). Ask students to write a sentence in their book in Italian about their favourite car including a reason why. Poll the class, asking *Chi preferisce la [*car*]?* using the car brand they have seen, asking them to raise their hands when they hear their favourite car. Ask individual students *Perché?* to justify their preference using an adjective. Students complete activities in the [‘Adjectives – modes of transport’ resource (DOCX 676 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-modes-of-transport.docx) to consolidate their understanding of adjectival agreement with transport. **Use structures and features of the grammatical system to create texts;** **Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Using slide 2 of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx), play a game of ‘Mind reader’. Using the structures form the sentence builder, write a sentence on a mini whiteboard or somewhere else concealed from the students about arriving at school/going home, the mode of transport and the time. Call on one student to construct a meaningful sentence from the sentence builder and say it aloud. Repeat the sentence back to the student to reinforce correct pronunciation if necessary. Tell the class whether the guess for each column of the sentence builder is correct or not by providing a grid on the board to represent each column of the sentence builder and ticking and crossing the appropriate columns. For example, if your sentence is *Torno a casa in macchina alle quattro e mezza* and the student guesses *Arrivo a scuola in macchina alle otto e dieci,* you would place a cross in the first, second, fourth and fifth columns and a tick in the third column. Continue to ask students to create sentences until they have guessed all parts of the sentence correctly. **Use features of the sound system to create spoken texts (ML4-CRT0-01)**
* **Exit ticket** – ask students *Come arrivi a scuola?* Students answer with a full sentence, for example, *Arrivo a scuola in macchina*.

### Mini task – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – big book |
| As a formative assessment task, to ensure they are on track to succeed in the final summative assessment task, students work together to create a ‘big book’, a teaching and learning resource for younger students at a feeder primary school in their local area where they have been learning Italian. In pairs (or individually, if preferred), students use [Canva](https://www.canva.com/en_gb/) or similar to create one page of the big book. All pages will be collated and sent to the feeder school. Each page should include details about:   * the person’s name * nationality * when they get to school * when school starts * when they eat * when school finishes * when they return home * how they return home (must be a vehicle) * at least one adjective to describe the vehicle.   Show students the Marco sample from [‘Mini task – progress checkpoint 2’ (PDF 1840 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-mini-task-progress-checkpoint-2.pdf) and discuss ‘What a good one looks like’ (WAGOLL). You can modify the sample using [the editable link.](https://www.canva.com/design/DAF_RcU_RWM/OvuelqRRBkqf1kBEZfQ7vA/view?utm_content=DAF_RcU_RWM&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) The sample includes a template for students to consider using, as well as a scaffold for students needing additional support. Adapt the sample to suit your context.  **Create imaginative texts (ML4-CRT-01)**  Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals.  **Peer feedback** – students use the peer checklist in the [‘Mini task – progress checkpoint 2’ (PDF 1840 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-mini-task-progress-checkpoint-2.pdf) to provide feedback on another student’s work. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – students might work without the template, and include more detail in their responses, for example, where the student lives and the colour of the vehicle.

**Advanced proficiency** – students create an audio-visual resource, adding recorded audio to their cartoon.

**Students requiring additional support** – provide students with the scaffold, as well as slide 2 from the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx).

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the final summative assessment task?
2. How can I build my confidence to create text without any support?
3. Do I need to revise any vocabulary or structures from prior learning? If yes, what should I focus on?

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 6–7 – What do I study at school?

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 5 – learning intentions and success criteria for Weeks 6–7

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * the structures of school systems and school days are different in Italy * high school students might study different subjects in Italy to those common in Australia * structures used to express ability are dependent on the gender of the person * there are specific structures and grammatical features to use when stating favourites and preferences, depending on number, gender and the subject of the sentence. | Students can:   * discuss differences in the school systems and the structures of the school day between Italy and Australia * discuss what subjects they study and school timetables * state what subjects they are good or not good at * describe their own and others’ preferences and favourites. |

**Suggested vocabulary and grammatical structures:**

**Identifying school subjects:** *il teatro, la musica, l’educazione fisica, le scienze (pl.), l’informatica, l’arte, l’inglese, l’italiano, la geografia, la storia, la matematica, il latino*

**Discussing timetables:** *A che ora hai [*subject*]? Ho [*subject*] alle [*time*].*

**Additional expressions of preference and favourites:** *mi piace/piacciono molto, non mi piace/piacciono per niente, mi piace/piacciono un po’, le piace/piacciono, gli piace/piacciono, la mia materia preferita è [*subject*]*, *Qual è la tua materia preferita?*

**Describing ability level:** *sono bravo/a in, non sono bravo/a in*

### School in Italy

* Write the question *Qual è la tua materia preferita*? on the board and ask students what they think it means using their knowledge of and familiarity with the structure of this sentence. Discuss how it is different from the question *Qual è la tua macchina preferita*? Provide students with the [‘Italian high schools’ resource (DOCX 323 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-italian-high-schools.docx) and watch the first 3 minutes of the YouTube clip [Do You Know This Weird Thing About Italian High Schools? (15:11)](https://www.youtube.com/watch?v=cmbgZLgZUfU) (with subtitles) of former students discussing what kind of studies they followed at school in Italy. Students complete Activity 1, in which they work out the types of high schools, and Activity 2, placing subjects into the correct category. Discuss the different types of high schools that students can attend in Italy from the clip and how senior studies are different to their experience and understanding of NSW public schools. Encourage EAL/D students to contribute to the discussion with their experience of school in their home country[[5]](#footnote-6). After students complete Activity 3, discuss what they think of having to decide on a subject-based high school at their age. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**

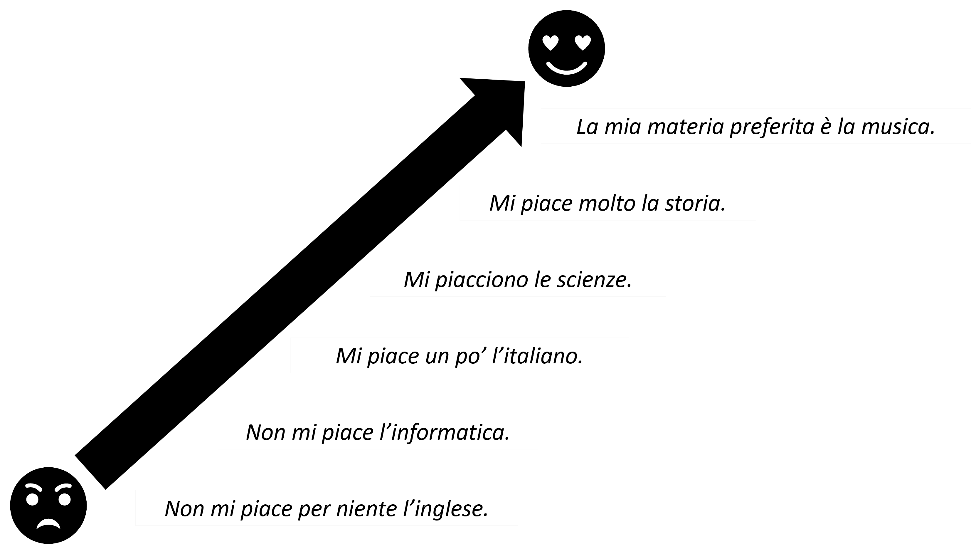
### Discussing subjects and expressing favourites

* View [A scuola – Intervista Unità 1, Progetto italiano Junior 1](https://www.youtube.com/watch?v=B_P2rAr9wqQ&list=PL5JGBVAeTsuO5pnks-SSq3phrEqkvZFAw&index=2) (2:13 watch up to 0:31) to introduce students to talking about their favourite school subjects in Italian. Complete Activity 4 in the [‘Italian high schools’ resource (DOCX 323 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-italian-high-schools.docx), where students identify the school subjects in Italian as they hear them. Use slides 2 to 13 of the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx) to introduce additional school subjects. Point out that *le scienze* is the English equivalent of ‘sciences’ and that this will be important to remember when discussing likes and dislikes later in the learning sequence. Print the slides for use throughout the unit, if preferred. Use choral repetition to practise correct pronunciation and intonation. Revise the question and answer structures *Ti piace…?*, *Mi piace…* and *Non mi piace* (prior learning), asking students to give their opinion of the subjects in Italian as you go through the slides*.* At this point, remind students that *le scienze* is plural so the verb form of *piacere* changes to the plural, *Mi piacciono le scienze,* as the literal translation is‘Sciences **are** pleasing to me’. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Refer students back to the question on the board *Qual è la tua materia preferita*? and ask them to distinguish between asking about a favourite car or favourite subject by identifying how many of the words are different. Model a response on the board so that students can see how the sentence *La mia materia preferita è [*subject*]* is structured. Write a list of the subjects on the board with input from students and ask them *Qual è la tua materia preferita?* keeping a tally for each subject as they respond. If it is a large class, poll the students by asking them to raise their hand for their favourite subject and ask a number of individual volunteers to respond to the question for each subject, correcting pronunciation if necessary. Add the new vocabulary on the anchor chart, while students add to their books and devices. **Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Refer to the timetable on slide 14 of the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx) and write the question *A che ora* *hai [*subject*]?* on the board. Model an interaction, asking students *A che ora* *hai [*subject*]?* Write a sample response on the board using the information from the timetable. For example, *Ho teatro venerdì alle nove.* Point out to students that the article (*il*, *la*, *l’*) is not used when asking about what time a subject appears in the timetable, but it must be used when asking and speaking about preferences. Repeat the interaction a number of times with input from students until they are confident to interact independently using the information in the timetable on the slide. Direct students to form 5 groups (ideally of even numbers) to represent each day of the school week. Allocate a day of the week to each group. When directed, the first student in the group asks the next student to their left *A che ora* *hai [*subject*]?* Students refer to the timetable to formulate a response, for example, Team *lunedì* would respond: *Ho inglese alle nove*. This student then asks the next student what time they study the next subject on the same day in the timetable. Teams can time themselves or race another group to be the first to complete the day’s timetable by asking about every class scheduled for that day. Some students might need to have more than one turn, depending on the class and group size. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Using the [‘Information gap’ resource (DOCX 326 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-information-gap.docx), students interact in pairs to fill in the blank spaces on their timetable and consolidate their understanding of days, times and subject names. An example of differentiation for this activity is included in the resource. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

### How much do you like…?

* Introduce additional phrases to express preferences *Non mi piace* *per niente, Mi piace molto, Mi piace un po’* to allow students to talk more specifically about their preferences. Include the plural form *Mi piacciono* to remind students to use this form of the verb when talking about *le scienze*. Model examples of each phrase in a sentence using facial expressions and gestures to elicit their meaning from the students. Use slides 15 to 17 of the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx) to demonstrate an interaction. Ask a volunteer student the questions on the slide and direct them to read the responses, sharing their preference for the subject by choosing from *Mi piace, Non mi piace,* *Non mi piace* *per niente, Mi piace molto* or *Mi piace un po’* on the slide*.* As you progress through slides 18 to 23, direct students to work in pairs to ask and respond to the questions, filling in the missing phrases to complete the interactions. In slides 24 to 26, students interact independently without the support of the written text. To consolidate their understanding of the new structures, direct students to write a sentence to express their opinion of each subject, for example, *Mi piace molto l’arte, Mi piacciono le scienze, Mi piace un po’ la matematica*, and so on. Add the new vocabulary on the anchor chart, while students add to their books and devices. **Express and explain emotions, opinions and personal preferences (ML4-INT-01)**
* Students write a word cline for their school subjects. Students choose at least 6 of their school subjects, and write them in order from the one they like the least, to their favourite. For example:

Figure 1 – example word cline



**Create informative texts to describe and share information about themselves and their personal worlds (ML4-CRT-01)**

* Introduce talking about a third person’s opinion by interacting with a student (female) to ask them about their preference using *Ti piace* *[*subject*]?* When they reply, for example, *Mi piace molto* *[*subject*]* write their response in the third person on the board, turn to a second student and report the answer you were given to them in the third person, using the appropriate pronoun for a female, for example, *Questa è[[6]](#footnote-7) [*name*]*, *le piace molto* *[*subject*].* Repeat the process with a male student, writing their response on the board in the third person and this time reporting the answer to a different student, using the appropriate pronoun for a male student, for example, *Questo è [*name*], gli piace [*subject*]*. Refer to both responses on the board and ask students to explain why they are different to each other[[7]](#footnote-8), and why they are different to what they have already learnt (***Mi*** *piace,* ***Ti*** *piace?).* Explain that expressing preferences in Italian is literally translated as [subject] is pleasing to [person], therefore the pronoun changes each time[[8]](#footnote-9). Remind students that when referring to *le scienze* the plural form of the verb must be used, *le/gli piacciono le scienze.* Add the new structures to the anchor chart while students add to their books or devices. Provide students with the [‘Do you like’ resource (DOCX 885 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-do-you-like.docx) to consolidate their understanding of the new structures. **Use knowledge of features of the sound system to understand texts; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Play a memory game in a circle with students. Determine which direction the students are to progress around the circle prior to commencing the activity. The first student (Student A) greets the next student (Student B) and introduces themselves in Italian and then states which subject they like or dislike, for example, *Buongiorno mi chiamo Alexa.* *Non mi piace la musica*. Student B turns to Student C, greets them, introduces themselves and states which subject they like or dislike. They then relay the information they have learnt about Student A, for example, *Buongiorno, mi chiamo Julie, mi piace l’inglese. Questa è Alexa, non le piace la musica.* Student C turns to Student D and recommences the interaction, introducing themselves and sharing the information of the preceding person only. Continue around the circle until all students have had the opportunity to interact. If the class is too large, divide them into 3 or 4 smaller groups. **Use relevant and familiar vocabulary from a range of themes to create text (ML4-CRT-01)**
* Students complete the [‘Conversation – my school day’ resource (DOCX 321 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-conversation-my-school-day.docx), reading and answering questions on a predictable text in Italian with some unfamiliar vocabulary. Strategies to support comprehension are included in the resource – discuss these with students first. **Develop and use comprehension strategies to interpret information, opinions and ideas in texts; Respond appropriately in the target language and/or in English to main ideas and supporting details in texts by interpreting information, ideas and opinions (ML4-UND-01)**
* Refer to the [‘Conversation – my school day’ resource (DOCX 321 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-conversation-my-school-day.docx) text to identify phrases where people express whether they are good at a particular subject or not. Identify the phrases *Sono bravo/a in* *[*subject*]* or *Non sono bravo/a in [*subject*]* with students, write them on the boardand model correct pronunciation. Discuss the distinction between the masculine and feminine forms of the adjectives used in the text. Using slides 2 to 13 of the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx), or the printed flashcards if preferred, ask students if they are good at the subjects displayed using the question *Sei bravo/a in [*subject*]?* Students respond with one of the 2 modelled answers on the board. Add the new vocabulary on the anchor chart, while students add to their books and devices. As a ‘brain break’, play a game of ‘Heads or tails’ using the [virtual coin flipper](https://flipsimu.com/?id=hkzae), with *sono bravo* and *non sono bravo* on each side of the coin. Before the coin is flipped, students must anticipate what it will say by placing their hands on their heads for *sono bravo* and on their hips for *non sono bravo*. When the coin is revealed, say a full sentence in Italian according to what is shown on the coin. If students have guessed incorrectly, they are ‘out’ and must sit down. The winner is the last student still standing. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Using story cubes 1a/1b, 2 and 3 from the [‘Are you good at – story cubes’ resource (DOCX 2841 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-are-you-good-at-story-cubes.docx), students work in groups of 3 to 5 to interact to identify the subjects, express how they feel about the subject and if they are good at it (or not). Examples of how to differentiate this activity are included in the resource. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Provide students with the [‘Battleships’ resource (DOCX 336 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-battleships.docx) to play a game of Battleships with school timetables in Italian. Students need to determine which day and at what time ‘*la nave’* is sitting on. They then need to determine if their partner is good or not good at the subject, to ‘sink’ the ship. In addition to the language structures required to play students can reuse the phrases they have already learnt to engage with the game such as *Tocca a te*, *Bene*, *Meno male!* *Che* *sfiga!* **Socialise with peers; Use a range of communication strategies to facilitate interactions in familiar contexts (ML4-INT-01)**
* Using the [‘Find someone who…’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-find-someone-who.docx), students indicate the subjects they like or dislike and the subjects they are good or not good at. Students then move around the room, interacting with their peers to find students who have the same responses. **Socialise with peers; Use structures and features of the grammatical system to interact (ML4-INT-01)**
* **Exit ticket** – students indicate their favourite subject and/or a subject they are good at.

### Mini task – progress checkpoint

Table 6 – mini task – progress checkpoint 3

|  |
| --- |
| Mini task – ‘speed friending’ |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students practise for the arrival of a group of exchange students soon to arrive from the Italian sister school. They participate in a ‘speed friending’-style interaction to practise new structures, discover new friends and learn about subject preferences.  Using the [‘Mini task – progress checkpoint 3’ resource (DOCX 319 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-mini-task-progress-checkpoint-3.docx), students complete a blank profile card which they must complete with information from each of the dot points below. Allow students time to formulate questions that they will need to ask to elicit the correct information from the other person’s profile, for example, *Come ti chiami? Quanti anni hai? Dove abiti? Qual è la tua macchina/materia preferita? Ti piace [*subject*]? Sei bravo/a in [*subject*]?* When ready, students begin the interactions. Half the class remains seated, and the other half moves around. The students who are moving around find a seated student and ask them as many questions as they can, until the buzzer sounds to indicate that time is up. The seated students answer each question, until the buzzer sounds. The students who are moving around then move to a different partner and recommence the interaction. The students moving around complete the ‘Answer sheet’ in the resource with the information they have been provided with for each person. Once everyone has met each other, the students swap roles and the students who were seated now move around the room.  In each interaction the seated students must:   * greet each other and ask their partner’s name * ask their age * ask where they live * ask what their favourite car is and why * ask what their favourite subject is * ask if they like certain subjects and what they are good at * thank each other and say goodbye.   **Use relevant and familiar vocabulary from a range of themes to interact; Use a range of communication strategies to facilitate interactions in familiar contexts** **(ML4-INT-01)**  **Teacher feedback** – as students engage in their conversations, listen and provide verbal feedback. At the conclusion of the task, write up common errors and discuss as a class. Comment on pronunciation, the variety of questions asked, and the appropriateness and content of responses, including the range of vocabulary and structures. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students with advanced proficiency** – group students with similar ability to enable them to exchange additional information from their profiles using prior learning.

**High potential and gifted students** – encourage students to use conversation fillers and make comments on what information their partner is sharing from the phrases they have learnt throughout the unit of work.

**Students requiring additional support** – provide students with the scaffold included in the resource.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the final summative assessment task?
2. Do I need to revise any vocabulary or structures? If yes, what should I focus on?

 **Teacher reflection and evaluation** – reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.

## Weeks 8–10 – descriptions and assessment task

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table 7 – learning intentions and success criteria for Weeks 8–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * subjects have different genders which must be considered when using adjectives to justify opinions * adjectival agreement is important when describing people * using qualifiers and conjunctions adds depth and meaning to sentence structures * there are specific phrases to use when expressing agreement or disagreement with another person’s opinion. | Students can:   * express their subject preferences, using adjectives to provide a reason * describe people using the correct form of adjectives * use qualifiers and conjunctions appropriately * agree or disagree with the opinions of others. |

**Suggested vocabulary and grammatical structures:**

**Describing subjects:** *è interessante/sono interessanti, è divertente/sono divertenti, è difficile/sono difficili, è utile/sono utili, è stressante/sono stressanti, è noioso/a, sono noiose, è faticoso/a, sono faticose, è/sono una sfida*

**Describing teachers:** *severa/severo, amichevole, gentile*

**Using conjunctions:** *perché, ma, e*

**Qualifiers:** *abbastanza, molto, un po’*

**Expressing agreement and disagreement with someone else’s opinion:** *anch’io, neanch’io, Davvero?*

### Describing subjects

* For this learning sequence, arrange students into teams. Teams choose different Italian car brands for team names. Let students know that any time there is a point scoring activity, either as an individual or as a group, the points will go towards their team’s overall tally. Adapt the scoring system to suit your context.
* Write 3 sentences on the board about school subjects, for example, *Mi piace* *la matematica* *perché è utile*, *Non mi piacciono le scienze perché sono noiose, La mia materia preferita è la musica* *perché è divertente* and ask students to guess or predict the meaning of the sentences. Brainstorm with students the adjectives in English they can recall from the [‘Conversation – my school day’ resource (DOCX 321 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-conversation-my-school-day.docx), in English or Italian. Using slides 2 to 9 from the [‘Adjectives – school subjects’ resource (PPTX 1602 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-school-subjects-slideshow.pptx), model the pronunciation of the adjectives, using choral repetition. Review masculine and feminine forms of adjectives, as per descriptions of transport in the earlier learning sequence. Explain that, just like the modes of transport, and all nouns in Italian, the adjective form used to describe the school subjects must match the gender of the subject they are describing. Ask students if they remember why science is different to the other subjects, explaining that it is plural and requires the plural form of the adjective. Ask students to identify the only 2 adjectives that will change in their masculine and feminine forms (*noioso* and *faticoso*, as they both end in a vowel) and point out that the adjective used to describe science will always be in the plural form. Ask students *Ti piace [*subject*]?* (using the printed flashcards, if preferred), from the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx) and refer to the examples on the board to model a response to the question *Perché?* For example, *Perché è utile*, *Perché è una sfida, Perché sono difficili.* Ask students to add the new adjectives (all forms) to their books or devices as you add them to the anchor chart. **Use features of the sound system to create spoken texts (ML4-CRT-01)**
* Using the [‘Adjectives – school subjects’ resource (PPTX 1602 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-adjectives-school-subjects-slideshow.pptx), students complete a range of activities to consolidate new and prior learning. Students revisit the conversation from earlier in the unit and identify the adjectives. They then identify grammatical and/or pronunciation errors made when the conversation is read aloud. They rewrite the conversation, changing key information and seeking peer feedback. Finally, they write how they feel about 5 of their school subjects. **Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts; Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01); Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Using story cubes 1a/1b, 2 and 4 from the [‘Are you good at – story cubes’ resource (DOCX 2841 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-are-you-good-at-story-cubes.docx), students work in groups of 3 to 5 to interact to identify the subjects, express how they feel about the subject and provide a reason. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Write the following on the board:

|  |  |
| --- | --- |
| *Mi piace la musica perché è divertente.* | *Non mi piace la musica ma è interessante.* |
| *Mi piacciono le scienze perché sono utili.* | *Non mi piacciono le scienze ma sono utili.* |
| *La mia materia preferita è l’educazione fisica perché è interessante.* | *La mia materia preferita è l’educazione fisica ma è faticosa.* |

Ask students to work out the meaning of each sentence and then see if they can work out the meaning of ***ma*** (‘but’). In a dictation-style activity create 5 sentences using adjectives and an appropriate conjunction (*ma*, *e* or *perché*) to describe the subjects, for example, *Non mi piace per niente la matematica ma è utile*. Students write the sentence in their books or devices in Italian as they hear it being read aloud. Students to compare their responses with a partner for peer feedback and then review as a class to check for accuracy. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**

* Refer to the range of preferences used in slide 15 of the [‘School subjects’ resource (PPTX 2383 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-school-subjects.pptx) and ask students to identify the qualifiers ‘a lot’ and ‘a bit’. Discuss with students how qualifiers can provide a more descriptive response to questions and add more depth to their language. Write examples of qualifiers on the board, *È un po’ noioso*, *È abbastanza divertente*, *È molto difficile*. Add the qualifiers to the anchor chart and direct students to add to their books or devices. Play a game of ‘Mind reader’ using slide 4 of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx). Write a sentence on a mini whiteboard or somewhere else concealed from the students. Call on one student to construct a meaningful sentence from the sentence builder and say it aloud. Repeat the sentence back to the student to reinforce correct pronunciation if necessary. Tell the class whether the guess for each column of the sentence builder is correct or not by providing a grid on the board to represent each column of the sentence builder and ticking and crossing the appropriate columns. For example, if your sentence is *Non mi piace per niente la matematica perché è molto difficile* and the student guesses *Non mi piace per niente la storia perché è un po’ difficile,* you would place a tick in the first, third and fifth columns and a cross in the second and fourth columns. Continue to ask students to construct sentences until they have guessed each section of the entire sentence correctly. Play this game as a class, with students in their teams, with each team taking a turn to guess. Play several times, awarding 2 points to the winning team each round. Then direct students to play the same game in small groups, providing each group with a mini whiteboard and marker, with one student leading the group each round. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Using the [‘One pen one dice’ resource (DOCX 3730 KB),](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-one-pen-one-dice.docx) students play a game of ‘One pen, one dice’ in pairs or small groups, racing each other to translate sentences from English into Italian. The first pair to correctly finish (as judged by the teacher) wins 3 points for their team. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Socialise with peers (ML4-INT-01)**
* Students play a game of ‘Pyramid translation’ in groups of 3 (or 4, depending on class size). There are 2 (or 3) players, and one referee in each group. Using the [‘Pyramid translation’ resource (DOCX 332 KB),](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-pyramid-translation.docx) the 2 (or 3) players take turns, starting from the top of each pyramid, to translate each chunk of text until they have worked their way down to the full sentence at the bottom of the pyramid. When a mistake is made, the other player has a go, starting from the top. Whenever a player resumes their turn, they have to start at the top again. Whoever completes the translation first is the winner. The referee can have a copy of slide 4 of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx), if required. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

 **Differentiation examples**

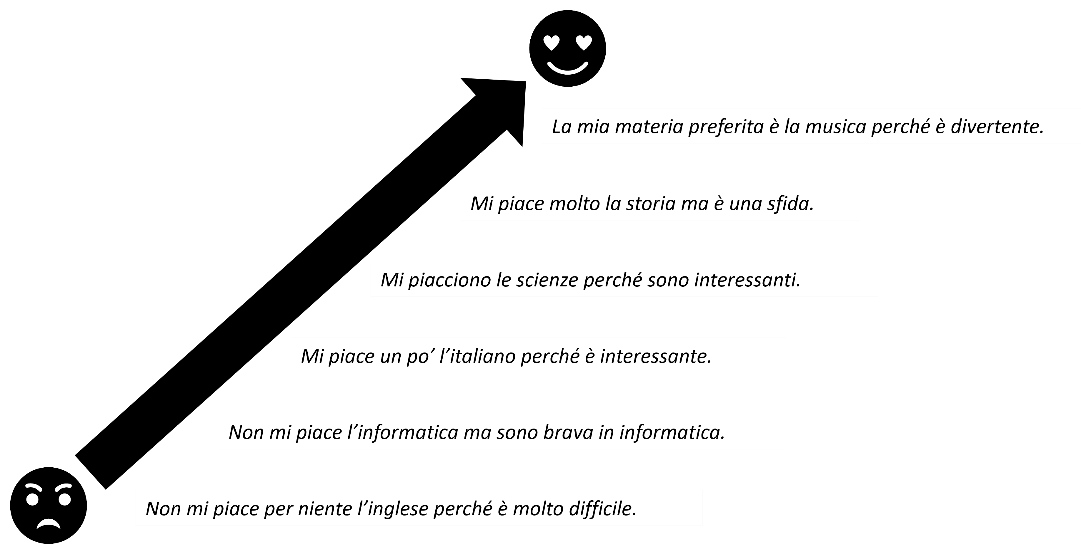
The following strategies provide a starting point for how you can differentiate this activity for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students requiring additional support** – allow students to use slide 4 of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx) when playing the game.

**Students with advanced proficiency** – students work in like-ability pairs. Each student creates their own pyramid in English, for the other student to complete within a set time.

* Building on the word cline activity completed earlier in the lesson sequence, students now add more details to each sentence, using conjunctions, qualifiers and adjectives. For example:

Figure 2 – example word cline

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**Create informative texts to describe and share information about themselves and their personal worlds (ML4-CRT-01)**

* Provide students with 3 strips of paper and direct them to write a sentence on each one about their favourite subject, a subject they like, and a subject they dislike using qualifiers and adjectives to justify their opinions. Students participate in a ‘walk and talk’ to find someone with the same sentences as them and collect their initials. Direct students to walk around the room. After a few moments direct them to stop and ‘talk’ with the nearest person. Indicate which person in the pair (closest to the board, closest to the window and so on) must ask the questions *Qual è la tua materia preferita? Che materia ti piace? Che materia non ti piace?* If the student they are interacting with has the same subject, qualifier or adjective in their sentence they write this person’s initials above that section of the sentence on their own slip of paper. (They might match with more than one section of the sentence). Once they have had time to ask all 3 questions, direct them to begin moving around the room again until they are directed to stop for the next interaction with a different student. When you determine that enough time has passed, direct students to return to their seats and add up how many initials they have collected. Add this tally to their team’s point score. **Express and explain emotions, opinions and personal preferences; Socialise with peers (ML4-INT-01)**
* Provide students with mini whiteboards and markers in groups of 3 or 4. Using all the story cubes from the [‘Are you good at – story cubes’ resource (DOCX 2841 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-are-you-good-at-story-cubes.docx), students must form sentences from the cubes that they roll to include a preference, a subject, a reason that also includes a qualifier for the adjective (in its correct form) and the appropriate conjunction depending on the results on the dice. For example, *Non mi piace la storia,* ***ma*** *è* ***abbastanza*** *interessante.* The first group to hold up their board with an accurate sentence that makes sense wins points for their team. For a variation, and to make this activity more accessible for all skill levels, award each team up to 5 points for each sentence for each round, awarding less points for sentences that make sense but contain errors. The maximum 5 points can be awarded if the sentence makes sense and contains no errors. Add these points to the team tally. **Use relevant and familiar vocabulary from a range of themes to create texts; Use structures and features of the grammatical system to create texts ML4-CRT-01)**
* Write *Ti piace...?* on the board, with a sample response, for example, *Mi piace la storia*. Brainstorm with students possible ways to respond to the sample sentence to signal agreement or disagreement, make a comment or ask a follow up question, for example, *anch’io*, *neanch’io*, *Davvero?,* *Sei bravo/a in…?,* *Perché?* Guide interaction with volunteer students for the rest of the class to listen to. Continue to model the interactions with different students until students are confident to interact independently. A sample has been provided in the table below.

|  |  |
| --- | --- |
| **Interaction sample 1**   * Teacher: *Ti piace la matematica?* * Student: *Sì, mi piace molto.* * Teacher: *Davvero? Anch’io! Sei brava in matematica?* * Student: *Sì, sono molto brava in matematica.* | **Interaction sample 2**   * Teacher: *Ti piace la storia?* * Student: *No, non mi piace per niente.* * Teacher: *Davvero? Neanch’io! Perché?* * Student: *È noisosa.* |

When students are ready, begin the game by asking a student *Ti piace [*subject*]?* Once the student has replied to the question, the rest of the class tries to be the first to put up their hand/flag/press the buzzer to offer a good follow-up question or comment to win a point for their team. Award points based on the complexity of the response for example, one point for a follow-up comment or question, or 2 points if they respond with both a follow-up comment and question. Students add the new vocabulary to their books or devices as you add them to the anchor chart. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01); Express and explain emotions, opinions and personal preferences (ML4-INT-01)**

* **Exit ticket** – ask a student to express their opinion about a school subject. A second student must make a contribution to the conversation using the responses practised in the previous learning sequence: *Anch’io*, *Neanch’io*, *Davvero?* *Sei bravo/a in…?*

### Describing people

* Brainstorm with the class adjectives they already know from describing cars and subjects in this unit that can also be used to describe people, for example, *intelligente*, *noioso*, *divertente*. Using slide 5 of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx), introduce the 3 new adjectives – *gentile*, *amichevole*, *severo*. Students add the new vocabulary to their books or devices as you add them to the anchor chart. Model how to construct a sentence to describe a teacher, using the correct form of the adjective, and an appropriate qualifier, for example, *La mia prof è abbastanza buona*. Model 3 different sentences from the sentence builder to practise pronunciation with the class and then play ‘Sentence stealer’, in which students ‘steal’ as many pieces of paper as possible from other students in the 5 minutes allocated. Provide students with 3 slips of paper to write a sentence on each one about one of the class’ teachers, that includes a qualifier and an adjective to describe them with an appropriate conjunction such as *ma* or *e*. When directed, students walk around the room and approach another student. Students use rock-paper-scissors (in Italian, *sasso, carta, forbici*) to determine which student reads their sentences aloud. This student reads their 3 sentences aloud to their partner. If their partner has any matching sentences on their 3 pieces of paper, the first student ‘steals’ the piece(s) of paper. Students then move to another partner and repeat the interaction. The winner is the student with the most pieces of paper at the end of the allocated time. Work out who has the highest number of pieces of paper, the second highest number and the third highest number, and add 3, 2 and one points respectively to the relevant teams’ points tallies. **Express and explain emotions, opinions and personal preferences; Socialise with peers (ML4-INT-01)**
* Using the [‘Who am I?’ resource (PPTX 4611 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-who-am-i.pptx) describe one person out of the 3 on each slide in a ‘Who am I?’-style quiz. (Descriptions are provided in the ‘notes’ section of each slide.) Students work in their teams to try to determine which person is being described. The first student to give the correct answer is awarded the point for their team. If a student guesses incorrectly their team is out of the running for that round. Now, collate the points accumulated for each team and award their ‘prize’ (at teachers’ discretion). **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* **Exit ticket** – students introduce a class member near them as they leave the room, using the structure *Questo/questa è [*name*], è [q*ualifier*] [*adjective*].*

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning, for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

# Appendix A – sample summative assessment task

## Outcomes and content

**ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language**

* **Create informative texts to describe and share information about themselves and their personal world**
* **Use relevant and familiar vocabulary from a range of themes to create texts**

## Task

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
* **your opinion on at least 3 subjects you do at school, including one 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.

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate this task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – identify an Italian-speaking student in your community and record yourself interviewing them about their school. Add any additional questions you would like to ask.

**Students with advanced proficiency** – students might include additional details about themselves and the people they have chosen to describe using third person structures. Students might also opt to make an audio-visual recording of their presentation.

**Students requiring additional support** – students might be provided with a scaffold and/or blank template. Students might also work with all or part(s) of the [‘Sentence builders’ resource (PPTX 1557 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-sentence-builders.pptx).

## Marking guidelines

Table 7 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| Creating texts (ML4-CRT-01)   * Create informative texts to describe and share information about themselves and their personal world * Use relevant and familiar vocabulary from a range of themes to create texts | Creates a detailed text, with a high level of accuracy, that includes:   * school starting and finishing times * mode(s) of transport to and from school * their opinion on 3 subjects, including one they don’t like, with a range of reasons * their favourite subject, why they like it and when they have it * their favourite teacher, with reasons * a teacher they don’t like, with reasons. | Creates a detailed text, with minor errors, that includes:   * school starting and finishing times * mode(s) of transport to and from school * their opinion on 3 subjects, including one they don’t like, with a range of reasons * their favourite subject, why they like it and when they have it * their favourite teacher, with reason(s) * a teacher they don’t like, with reason(s). | Creates a text, with errors that do not impact communication, that includes:   * school starting and finishing times * mode(s) of transport to and from school * their opinion on 3 subjects, including one they don’t like, with reasons * their favourite subject, why they like it and when they have it * their favourite teacher, with reason(s) * a teacher they don’t like, with reason(s). | Creates a text, with errors that might impact communication, that includes some of the following:   * school starting and finishing times * mode(s) of transport to and from school * their opinion on 3 subjects, including one they don’t like, with a range of reasons * their favourite subject, why they like it and when they have it * their favourite teacher, with reasons * a teacher they don’t like, with reasons. | Creates a text with isolated words and/ or phrases. |
| Creating texts (ML4-CRT-01)   * Use structures and features of the grammatical system to create texts | Uses a variety of structures and features of the grammatical system, with a high level of accuracy, including:   * time structures * verb conjugations * a range of ways to express preferences * adjectives with agreement * compound sentences with conjunctions * qualifiers, such as *molto*, *un po’* and *abbastanza*. | Uses a variety of structures and features of the grammatical system, with minor errors, including:   * time structures * verb conjugations * a range of ways to express preferences * adjectives with agreement * compound sentences with conjunctions * qualifiers, such as *molto*, *un po’* and *abbastanza*. | Uses structures and features of the grammatical system with some errors, including:   * time structures * verb conjugations * expressing likes and dislikes * adjectives with agreement * compound sentences with conjunctions * qualifiers, such as *molto*, *un po’* and *abbastanza*. | Uses structures and features of the grammatical system, with errors that might hinder comprehension, including any of the following:   * time structures * verb conjugations * adjectives with agreement * compound sentences with conjunctions * qualifiers, such as *molto*, *un po’* and *abbastanza*. | Attempts to apply structures and features of the grammatical system. |

### Sample response

This sample is provided as a guide to demonstrate the intentions of the task aligned to the unit and the marking guidelines. Responses will vary and the task, marking guidelines and sample might be adjusted to suit your context.

As this is an audio-visual task, students present orally in class or add a recording to each slide. Students hand in their scripts and their presentations.

This is an example of a Grade A response. An [editable version](https://www.canva.com/design/DAF_z2kfRik/gdPOBreNQUoj6meF1_TK0w/view?utm_content=DAF_z2kfRik&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) of this sample can be modified for your context. A [sample scaffold](https://www.canva.com/design/DAFuYRr_5v8/1fbZAzcQiR0iWwIggxCVsg/view?utm_content=DAFuYRr_5v8&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview) is also provided, for you to adapt for students requiring additional support.

#### Slide 1



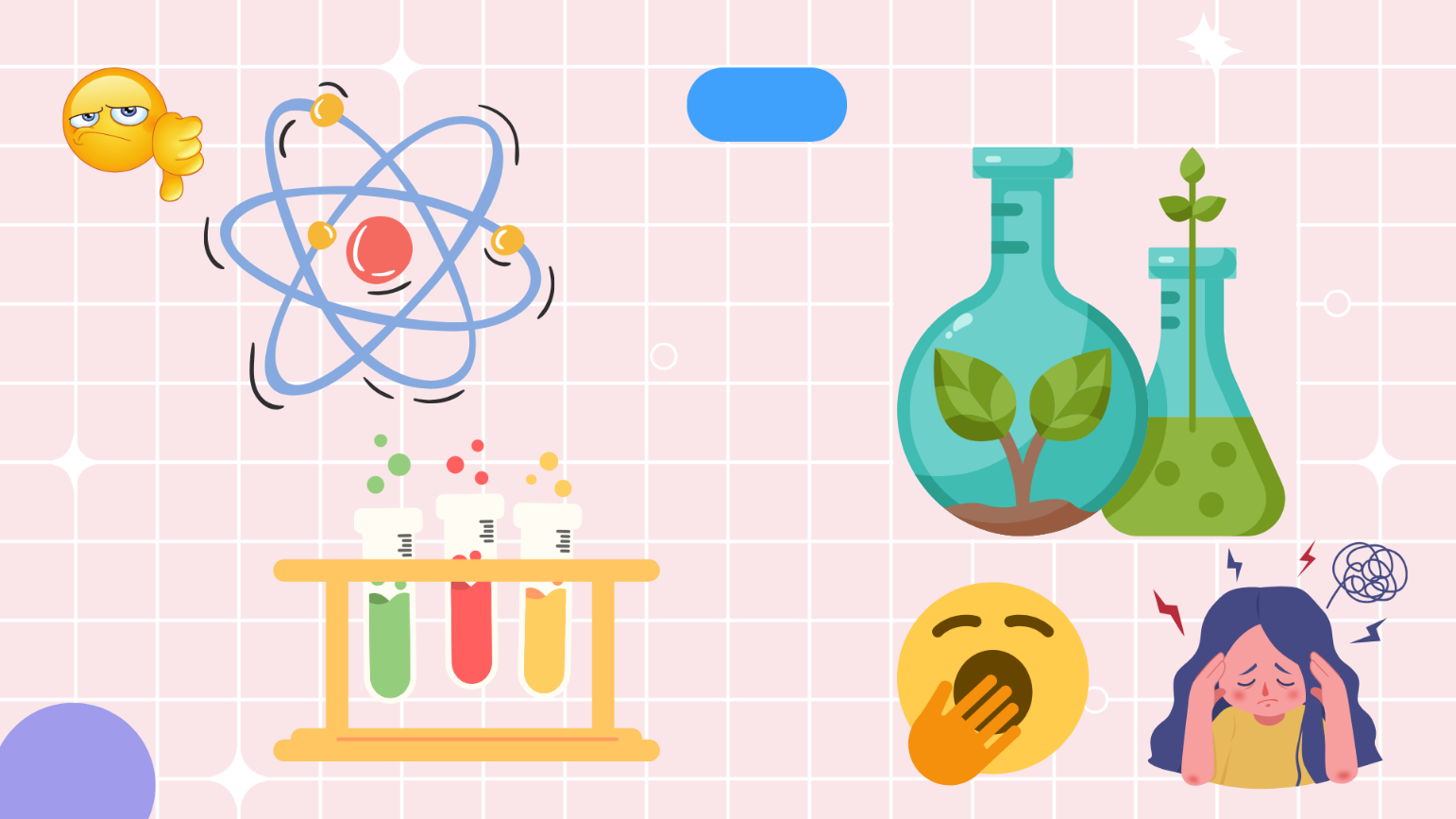
Script: *Ciao, mi chiamo Kirra. Ho tredici anni e abito a Cowra in Australia. Vado a Cowra High School. La scuola comincia alle otto e cinquanta e finisce alle tre e dieci. Vado a scuola in autobus.*

#### Slide 2



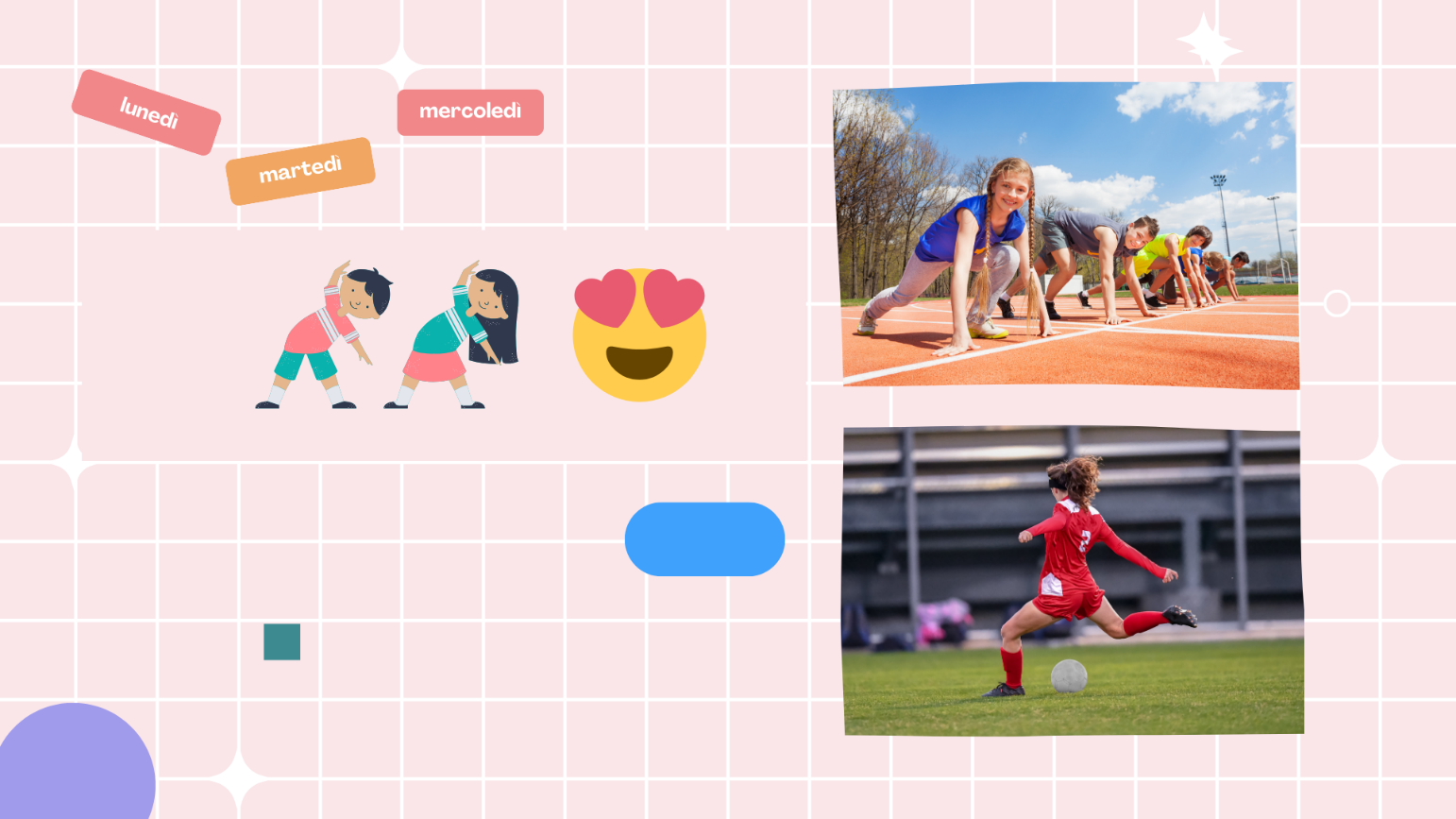
Script: *Mi piace molto la musica. È divertente ma un po’ difficile. Mi piace la storia perché è interessante ma non è utile.*

#### Slide 3



Script: *Non mi piacciono le scienze. Sono noiose, abbastanza stressanti e un po’ difficili.*

#### Slide 4



Script: *La mia materia preferita è l’educazione fisica. Sono brava in educazione fisica perché sono molto sportiva. Ho educazione fisica il lunedì alle due e un quarto, il martedì alle dieci, e il mercoledì alle dodici e mezza.*

#### Slide 5



Script: *Questo è il mio prof preferito, il Signor Thompson. È molto intelligente e divertente. Non mi piace per niente la signora Adams perché è un po’ severa e non è molto amichevole.*

# Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 Italian – ‘Do you like school?’ infographic (PDF 2417 KB)](https://education.nsw.gov.au/content/dam/main-education/documents/teaching-and-learning/curriculum/languages/modern-languages-s4-italian-unit-do-you-like-school-infographic.pdf) gives students a visual guide of the unit’s learning pathway. You can also access an [editable version](https://www.canva.com/design/DAF1bTqiWdA/eddb7OWbn8N0G3Qr6gr1cg/view?utm_content=DAF1bTqiWdA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in language teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.

Stage 4 unit of work - infographic.


# About this resource

* The target audience for this resource is teachers of Stage 4 Italian.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Italian’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 21 March 2024

## How to use this resource

This 10-week unit can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration, and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

## Supporting students with disability

When using this unit of work, the assessment task and embedded scaffolds, planners and teaching and learning activities consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for Deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms/concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech to text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

## Additional support for EAL/D students

When using this resource, it is important to consider the needs of EAL/D students’ backgrounds when adapting teaching and learning activities. Considerations may include:

* building background knowledge (cultural and linguistic) for what may be considered ‘common’ terms as students may not have a conceptual understanding of some terms
* understanding that topics that address ‘home life’ can be a sensitive topic for many students, particularly those from refugee backgrounds. Teachers’ knowledge of their students’ family backgrounds is essential to adapt the task appropriately
* including comparisons between Italy and Australia. Comparisons with their home countries will help students make connections and use their experiences as a resource
* questions in English posed using language that is accessible for EAL/D students as students will have varying levels of proficiency in English and will need to process and make meaning across 2 languages different from their own
* EAL/D learners may require [scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2) to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. EAL/D students could require background knowledge and explicit teaching of particular text types (audience, purpose, structure, register, language). EAL/D students may be unfamiliar with a blog. They should have multiple authentic examples/models to read and opportunities to practise writing blog responses prior to the task.

## Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

## Further information

* Aligned to system priorities and/or needs: [Our Plan for Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)
* Aligned to [School Excellence Framework](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf) (PDF 292 KB): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: EAL/D and Culturally Inclusive Education

# 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, EAL/D 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 advice 7–10](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 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468)

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](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 Teaching Standards**: This resource supports teachers to address [Australian Professional Teaching Standards](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, Multicultural Education and subject matter experts.

**NSW syllabus**: Modern Languages K–10 Syllabus

**Author**: Languages and Culture

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

**Resource**: Unit of work guidelines and template

**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 March 2024

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# Evidence base

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[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

CESE (Centre for Education Statistics and Evaluation) (2020) [*What works best: 2020 update*](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update), NSW Department of Education, accessed 25 August 2023.

NESA (NSW Education Standards Authority) (2022a) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 25 August 2023.

NESA (2022b) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, NESA website, accessed 25 August 2023.

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1. Teachers should be mindful that some students will have had significant disruption to their schooling while transitioning to school in Australia. [↑](#footnote-ref-2)
2. Consider learning the Italian Sign Language (LIS) vocabulary for this and similar activities ([some LIS vocabulary](https://www.youtube.com/watch?v=rJQqAN83ZdU) [4:16]) or allowing students to use a digital communication device as a means of communication. [↑](#footnote-ref-3)
3. This website provides the time in digital and analog form. [↑](#footnote-ref-4)
4. Students who are Deaf or hard of hearing can access the transcript of the audio file provided. [↑](#footnote-ref-5)
5. Teachers must be sensitive to the fact that some students might not have spent much time in educational institutions in their home country or while transitioning to life in Australia. [↑](#footnote-ref-6)
6. Prior knowledge from Term 1 – explicitly teach structures, if required. [↑](#footnote-ref-7)
7. It might be worth mentioning in your context that Italian does not currently (at the time of publishing) recognise a gender-neutral pronoun for people who identify as non-binary. If required for context, have a class discussion about how people who identify as gender neutral are referred to in Australia (using the pronoun they/them). [↑](#footnote-ref-8)
8. The level of complexity of this explanation will depend on the cohort and is at teacher’s discretion. [↑](#footnote-ref-9)