Italian Stage 5 – sample unit

A typical week – *Una settimana tipica*

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# Unit description and duration

This 10-week (25-hour) unit introduces students to sharing information about daily routines and a typical week in a teenager’s life. Students compare weekday and weekend activities in Australia and Italy. They describe their routines, how they help around the house and give opinions about their leisure activities.

In this unit, students are provided with opportunities to:

* ask and respond to questions about daily routines, leisure activities and household chores
* discuss the frequency with which they do activities and chores
* give specific details about their weekly routine activities, using time structures and days of the week
* say how often and for how long they participate in an activity
* express preferences relating to daily routines, leisure activities and household chores, providing justifications
* explore different text types in Italian.

# Student prior learning

This is the Term 1 Italian unit of the Stage 5 Year 10 scope and sequence for the elective 200-hour course.

Before engaging in these teaching and learning activities, students may have had prior experience with the vocabulary and structures below, if they have been following the scope and sequences available on the [Support for Italian Stage 4](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-italian-stage-4) and the [Support for Italian Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-italian-s5) webpages:

* numbers 0 to 100
* days of the week including use of the definite article to express regularity, for example, *il lunedì*
* asking for and giving the time on the hour, half hour and minutes past the hour
* expressing different times of the day, for example, *la mattina, il pomeriggio, la sera*
* expressing duration, for example, *per un’ora*, *da due giorni*
* *io*, *tu*, *lui/lei* and *noi* forms of regular verbs in the present tense
* *io*, *tu*, *lui/lei* and *noi* forms of the irregular verbs *andare* and *fare* in the present tense
* expressing simple likes and dislikes, for example, *mi piace lo sport*, *mi piace guardare la televisione*
* negation structures, for example, *non*, *non…mai*
* adverbs of frequency, for example, *spesso*, *regolarmente*, *sempre*, *abbastanza*
* expressions of duration, for example, *per un’ora*, *una volta alla settimana, da... a...*
* direct object pronouns, for example, *lo*, *la*, *li*, *le*
* conjunctions, for example, *perché*, *e, ma*, *poi*
* adjectives to describe daily activities, for example, *facile*, *difficile*, *interessante*, *divertente*, *stressante*, *noioso*, *faticoso*, *sano*.

# Syllabus outcomes and content

This unit addresses the following outcomes.

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating 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.

# Accessing the resources

This unit includes a range of student-facing and teacher resources, in Word, PowerPoint and PDF format.

All resources can be accessed individually from the [Support for Italian Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-italian-s5) webpage. For teachers in NSW public schools, all resources can be downloaded as a zipped file from the Languages statewide staffroom. If you’re not a member, please join via our [short entry survey](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu).

Within the unit, resources have been numbered and shown in bold.

# 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).

* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

A class in Italy wants to exchange videos with your class to learn about the daily lives of teenagers in Italy and Australia. Create a short video describing your average week, including weekdays and weekends.

Include:

* a greeting, appropriate introductory sentence and sign-off
* an outline of what you usually do in the morning, from the time you wake up until you arrive at school
* the start and finish times of school
* a detailed description of at least 3 activities you regularly do after school or on the weekend, with frequency and reasons why you do these activities
* an activity you do with family or friends, with frequency and your opinion about it
* an activity you do not do often, with reason(s)
* a statement about at least 2 household chores you do and/or do not do, with frequency and opinions
* a variety of at least 3 questions for the Italian students about their average week.

# Learning sequence

## Introduction

This unit embeds [explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) strategies. Explicit teaching works for students of all ages and all backgrounds. It aligns with how students process, store and retrieve information.

Learning is a cumulative and systematic process. Organising the content, teaching strategies and activities into learning sequences chunks the learning, acknowledging that the use of working memory is optimised when new content is broken into manageable steps and consolidated with practice. The learning sequences in this unit allow students to develop their skills gradually, reinforcing and building vocabulary and structures over time. By providing opportunities to revisit and build upon what they have learned, students can use their language skills to participate in increasingly complex situations.

Adjust the learning sequences to suit your context. This includes adjusting the timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities, based on the specific strengths and needs of your students.

Teaching strategies include:

* **Student engagement strategies** to encourage student participation and engagement. Learning is regularly linked to students’ personal worlds, encouraging them to make connections and appreciate the relevance of the learning in a meaningful way. Colour cards and coloured craft sticks are used as a tool to form groups. Tools such as number cards, animal cards and the [Wheel of names online tool](https://wheelofnames.com/) are used when formatively assessing students – calling on students at random to participate in activities promotes student engagement as students must remain on task and be prepared to respond at any time. The inclusion of games also facilitates enjoyment in learning. Many of these games can be played regularly, gradually becoming [routines](https://www.edresearch.edu.au/sites/default/files/2024-02/rules-and-routines-aa.pdf) (PDF 536 KB). The unit also includes activities which can be completed outside and/or which involve physical movement.
* [**Brain breaks**](https://education.nsw.gov.au/schooling/school-community/wellbeing-framework-for-schools/cognitive-wellbeing-strategies/brain-breaks-for-cognitive-wellbeing) allow students to replenish focus and attention.
* **Differentiation examples** to adjust the learning for students with advanced proficiency in the target language, for high potential and gifted students, and for students requiring additional support. Adjust or add to these strategies to suit your students.
* **Anchor charts** to provide 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 handwritten or digital, using tools such as [Bubbl.us](https://bubbl.us/), set out with various categories such as food items, souvenirs, bargaining phrases and so on.
* **Visible thinking routines** to promote deeper understanding, student reflection and feedback opportunities. A wide range of visible thinking routines for the languages classroom, feedback guides for teachers and students, the ‘Learning journals – guide for students’ and an online sample self-reflection guide for students can be found at the [Teaching tools page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/teaching-tools) of the Languages curriculum web section. Practising routines with students, so they become automatic, can reduce cognitive load.
* **Sentence builder/conversation scaffold** to support students with modelled and guided learning.
* **Online flashcards and games** using ICT tools such as [Kahoot](https://kahoot.com/), [Quizlet](https://quizlet.com/en-gb) and [Blooket](https://www.blooket.com/) provide students with opportunities to engage with flashcards and play games to practise new vocabulary and structures. Allowing students ongoing opportunities to revisit and memorise vocabulary and structures at intervals throughout the unit (spreading out study over time) supports memory retrieval practices.
* **Mini whiteboard activities** to check for every student’s understanding. If you do not have access to mini whiteboards, you can use A4 paper in plastic sleeves, with whiteboard markers and paper towel.
* [**Exit slips**](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543) to encourage student reflection, check for understanding and provide informal feedback.

## Weeks 1–4 – describing a typical day

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

**Note – much of the content in the Weeks 1–4 learning sequence is revision, as the unit is designed for Term 1 Year 10. Pick and choose the content and activities, and the time you spend on them, based on the needs of your students.**

Table 1 – learning intentions and success criteria for Weeks 1–4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| **Students are learning:**   * to conjugate reflexive verbs | **Students can:**   * describe their daily routines |
| * that there is a range of ways to sequence activities in a sentence | * create informative texts about a typical day using a range of conjunctions * use time expressions to sequence activities |
| * that there are different ways to express time in Italian. | * express time, including 24-hour time, to exchange information about their weekly activities. |

**Suggested vocabulary and grammatical structures**

**Daily routine vocabulary in the first person:** *(io) mi* *sveglio*, *mi alzo*, *faccio la* *doccia*, *mi* *vesto*, *faccio* *colazione*, *mi* *lavo i* *denti*, *mi* *preparo*, *vado a* *scuola*, *torno* *a casa*, *pranzo*, *faccio i* *compiti*, *mi* *riposo*, *ceno*, *mi* *spoglio*, *mi* *metto* *il pigiama*, *vado* *a letto*, *mi* *addormento*

**Regular -*are* verbs:** *tornare*, *pranzare*, *cenare*

**Reflexive verbs:** *svegliarsi*, *alzarsi*, *vestirsi*, *lavarsi* *(i denti)*, *prepararsi*, *riposarsi*, *spogliarsi*, *mettersi* *(il pigiama)*, *addormentarsi*

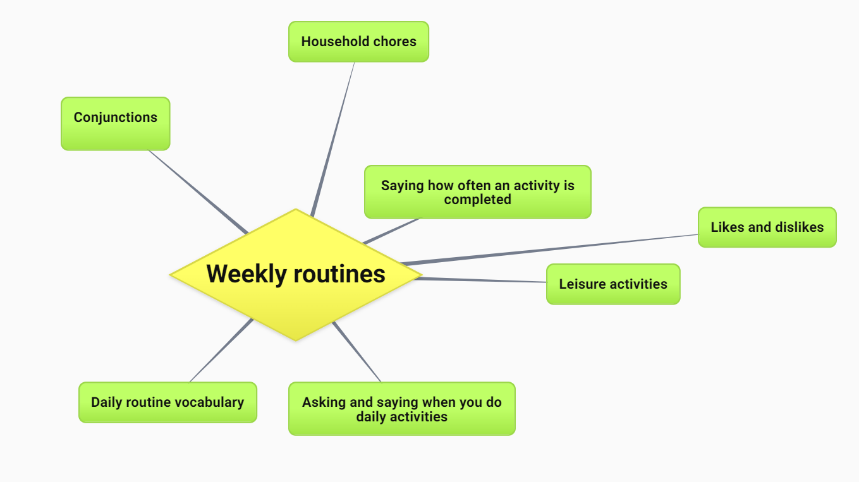
**Time:** *alle [*hour*] meno un* *quarto*, *alle [*hour*] meno* *cinque*, *alle [*hour*] e* *quarantacinque*, *sono le tredici/quattordici/quindici*, *la mattina*, *il pomeriggio*, *la sera*

**Conjunctions:** *oppure*, *o...o..., dopo*, *prima di*

### Asking about and describing daily routines

* 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. Explain that all activities completed in the unit will build students’ skills to help them complete the task. Ask questions to check for understanding of the task and encourage students to ask questions. Share **1. Summative assessment task planner (Word)** with students and explain what they need to do in each section of the planner. Tell students they will complete this planner after each mini task to reflect on their progress, identify language they can use from the learning sequence in the final task and identify areas they need to develop or ask for help.
* To introduce the topic of routines, ask students to suggest (in English or, where appropriate, in Italian) relevant vocabulary and language structures required for talking about daily routines and write these on the board. Make connections with prior learning and with the unit’s learning goals and summative assessment task. On the board, use student suggestions to model the creation of a personal anchor chart (see Figure 1 for an example), discussing possible categories, for example, verbs to describe routines and time phrases. Students start their own anchor chart. Anchor charts can be completed in books or on devices using an online tool such as [Bubbl.us](https://bubbl.us/). The anchor chart will be added to throughout the unit. Students use their anchor chart as a reference, or refer to the [teacher’s model anchor chart](http://go.bubbl.us/e3d8b7/de39?/Stage-5-Italian-Unit), when completing activities.

Figure 1 – sample anchor chart



* Using slides 1 to 18 from **2. Daily routine verbs (PowerPoint)**, introduce or revise the first-person form of daily routine vocabulary. Point out that some of these verbs are reflexive verbs and require an extra reflexive pronoun, *mi*, like the phrase *mi chiamo*. Explain that reflexive verbs will be taught in greater detail further in the learning sequence. Orally drill the vocabulary, having students repeat to practise pronunciation. Using slide 19, students record the daily routine vocabulary on their anchor chart. Print the number cards from **3. Numbers cards 1 to 30 (Word)** to use as an engagement tool for student responses. To practise the daily routine vocabulary in the first person, give each student a number card and tell them they will need to listen for their number to be called during the activity and respond to the question they are asked. Move through **2. Daily routine verbs (PowerPoint)** slides 21 to 37, displaying one image at a time and saying a different number in Italian. The student with the correlating number card must say the Italian term for the image on the screen in response to the question *Cosa fai?* Slide animation will confirm the correct response for students requiring additional support, if required. **Use a wide range of features of the sound system to create spoken texts (ML5-CRT-01)**
* Ask students to recall how to turn a sentence into the negative in Italian to express what someone does not do or never does. Write a sentence on the board, for example, *Vado a scuola alle otto*. Ask students to make the sentence negative using *non* before the verb. Write the negative sentence on the board. Then ask them to express that they never go to school at 8 am using *non…mai* around the verb. Write this sentence on the board. Display slide 39 from **2. Daily routine verbs (PowerPoint)** to students. Ask them what they observe about the placement of *non* when using reflexive verbs in the first example, pointing out that the *non* must be placed before the reflexive pronoun and the verb. Discuss the second example on the slide to express ‘never’, placing *non*…*mai* around the reflexive verb and pronoun. Students add an example of each of these structures to their anchor chart. Using slides 40 to 44, students practise forming sentences in the negative. Begin by using slide 40 to model an interaction. Display the slide showing the text *Mi sveglio alle sette*. Next, use the number cards to randomly select a student to change the sentence into a negative, *Non mi sveglio alle sette*. In the PowerPoint, click to reveal the correct structure. Then, ask another student to formulate the sentence using the structure *non…mai*, clicking to reveal the correct response. Repeat the activity with slides 41 to 44. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Students create 3 sentences in their books or devices:
* one indicating an activity they do, for example *Mi sveglio alle sei.*
* one indicating an activity they do not do, for example *Non faccio la colazione alle nove.*
* one indicating an activity they never do, for example *Non mi alzo mai alle undici.*

On the board, remind students how to agree or disagree, by writing *Anch’io!* (Me too!), *Neanch’io!* (Me neither!) or *Io no!* (Not me!) on the board. Working in pairs, students then read their sentences to their partner, who must reply with *Anch’io!*, *Neanch’io!* or *Io no!* **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**

* Practise pronunciation and develop students’ recall of vocabulary by playing a game of ‘Beat the teacher’. Hold up one of the cards from   
  **4. Daily routine flashcards (Word)** and say a daily routine term in Italian in the first person. If the term said matches the image on the flashcard, the students repeat it. If it does not match, they remain silent. If one student makes an error and breaks the silence, you win the point. If all students remain silent, the class wins the point. The first to 7 points is the winner. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Students play Quizlet, using the ‘[Daily routine activities (first person) – Italian](https://quizlet.com/au/928095201/daily-routine-activities-first-person-italian-flash-cards/?funnelUUID=17235f5a-39d5-49de-a9f3-f99ec9a939ca)’ set to drill the new vocabulary. Students can play individually or play Quizlet live as a class. As students play, monitor their progress for speed and accuracy. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Write the questions *Che cosa fai la mattina?* and *Che cosa fai il pomeriggio?* on the board. Check for student understanding of the questions, reminding students that they can be used for asking what someone does in the morning or afternoon. Orally drill the questions to check students’ pronunciation. In their books or devices, students identify their own routines under the headings *Che cosa fai la mattina?* and *Che cosa fai il pomeriggio?* Ask a range of students to share their responses to check for accuracy, or individually check responses. **Create informative texts to describe experiences and share information about their own and others’ personal worlds** **(ML5-CRT-01)**
* Ask students to recall any regular *-are, -ire* or *-ere* verbs from prior learning. Discuss examples of regular verbs already familiar to students, such as *mangiare (una pizza)* and *leggere (un libro)*. Ask students to recall the conjugations of each type of verb and write them on the board under the headings *-are, -ire* or *-ere* as they say them aloud. Use **5. Regular verb conjugations (PowerPoint)** to revise regular conjugation patterns for each type of verb, using the unit’s core regularverbs *tornare*, *pranzare,* *cenare, mettere, vestire*. Students write the full conjugations for *-are, -ire* or *-ere* verbs on their anchor chart. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Play a game of ‘Word snatch’ to develop students’ ability to identify specific conjugations of regular verbs. Students work in pairs. Give each pair a copy of the playing cards from **6. Word snatch (Word)**. Using the scripts provided in the resource, read aloud the 10 sample verb conjugations and then 2 short paragraphs. Students race to be the first to snatch the card with the correct conjugation they hear, avoiding cards that have been included as ‘distractors’. Further instructions and differentiation examples are included in the resource. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Provide each student with a mini whiteboard and marker. Say the infinitive of a regularverb from the daily routine vocabulary list such as *tornare, pranzare,* *cenare, mettere, vestire*. Students race their peers to write out the entire conjugation correctly, paying careful attention to write the correct verb endings. Alternatively, students can complete this activity in small groups, competing against other groups to write out the complete conjugation of the verb by passing the whiteboard around the group. Students complete **7. Revision of regular verb conjugations worksheet (Word)** to consolidate learning. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Brain break** – play a game of musical charades. To accompany the students, play the song [*Quando, Quando, Quando* (3:33)](https://www.youtube.com/watch?v=X4SSny5or_s). To begin the game, say a daily routine activity in the first person in Italian. While the song plays, students must walk around the classroom, acting out the term to the best of their ability. When the music stops, students must freeze. Students are eliminated if they move when the music has stopped, or if they act out the wrong term. Play several rounds for 4 to 5 minutes each. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Revise the concept of regular versus irregular present tense verbs, using examples from English, such as ‘to eat’ and ‘to be’ respectively. Ask students to recall the irregular verb *andare* from prior learning. Give students, in pairs or small groups, 2 minutes to list on a piece of paper as many previously learnt phrases involving this verb as they can. Using **8. Irregular verb *andare* (PowerPoint)**, display examples of these phrases from prior learning, such as *andare + a scuola/casa, al parco/cinema/negozio, alla spiaggia, allo stadio,* and *in città/piazza*. Using the notes in the slides, remind students of the differences between *andare a/al/alla/allo* and *andare in.* To avoid cognitive overload, practise the conjugation of *andare* in the singular form first, using slides 2 to 16. This includes scaffolded interactions and a translation activity. Then move to plural conjugations, using slides 17 to 26. Students add the full conjugation of the verb from slide 27 to their anchor charts, and include sample sentences from the slides. **Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01); Use knowledge of vocabulary from a wide range of themes to understand and respond to texts; Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01); Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Students play Kahoot, using the [*andare* and daily routine terms](https://create.kahoot.it/details/a3f897cf-a2e1-4215-9337-a0d91b678816) set. Play live as a class, or individually, to revise the conjugation pattern of *andare*. As students play, monitor their progress for speed and accuracy. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts; Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Ask students to recall the irregular verb *fare* from prior learning. Give students, in pairs or small groups, one minute to list on a piece of paper as many previously learned phrases involving this verb as they can, then collate responses on the board. Using **9. Irregular verb *fare* (PowerPoint)**, display examples of *fare* expressions, including daily routine expressions they have already learned and the new expression *fare una passeggiata*.Students note down new phrases on their list. Using slides 5 and 10, orally drill the verb’s conjugation to practise pronunciation. Using slides 6 and 11, practise conjugations with students using a range of *fare* expressions. Students write the conjugation of the verb *fare* on their anchor chart. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Students play Blooket, using the [*fare* and daily routine terms](https://dashboard.blooket.com/set/668c8ddd872b7986f300252f) set. Play live as a class, or individually, to revise the conjugation pattern of *fare*. As students play, monitor their progress for speed and accuracy. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts; Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Provide students with **10. Daily routine listening activities (Word)** which includes 3 listening activities to practise students’ use of regular   
  -*are* verbs, and the irregular verbs *fare* and *andare*. The listening activities include a true or false activity, a rewriting activity and a cloze passage. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Acknowledge that there are a variety of verbs on the daily routine vocabulary list including regular verbs, reflexive verbs (with a reflexive pronoun) and the irregular verbs *fare* and *andare*. Ask students if they can recall any reflexive verbs from **2. Daily routine verbs (PowerPoint)**, in the first person, for example *mi alzo*. Ask them how they are able to identify them as reflexive verbs. Watch the [Reflexive verbs in Italian video (10:12)](https://www.youtube.com/watch?v=NpNSHfi3Kqc), stopping at 7:25. Extension students may watch the entire video, learning about the verbs *sentirsi* and *divertirsi*. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Use the notes in slides 2 and 3 from **11. Reflexive verbs (PowerPoint)** to discuss the concept of reflexive verbs with students. Using slides 3 to 12 orally drill the infinitive of each reflexive verb from the daily routine vocabulary list. Point out to students that the reflexive pronoun in the infinitive form is *si* and it is added to the end of the infinitive of the verb. Using slide 13, introduce how to conjugate reflexive verbs. Drill the pronunciation of the verb *svegliarsi* and its conjugations with students, identifying it as a regular *-are* verb but also reflexive. Students copy the full verb conjugation on their anchor charts. Use slide 14 to review the full list of reflexive verbs. Direct students to copy these into their books or devices. To complete the activity on Slide 15, give students a mini whiteboard. Give them time to write the correct reflexive pronoun for each sentence on their mini whiteboard before clicking to reveal the correct answer. **Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts; Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Students complete **12. Reflexive verbs conjugation worksheet (Word)** to practise conjugating reflexive verbs with the correct reflexive pronoun. Use the [online Candle Timer tool](https://www.online-stopwatch.com/candle-timer/) to visually represent the expected duration for completing this worksheet, for example, 15 minutes. **Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Using **13. Translation cue cards resource (Word)**, students take turns drawing cards and translating the text on the card into Italian, allowing them to practise all forms of the reflexive verbs. Further instructions and differentiation examples are included in the resource. **Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* Using **14. Daily routine and mixed verbs listening activity (Word)**, students practise identifying the irregular verbs *fare* and *andare*, reflexive verbs and then all verbs, including regular verbs. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* **Brain break** – play a game of ‘ball toss’. Students stand in a circle. Toss the ball to a student. The student who catches the ball must say a sentence about their daily routine in Italian, using any of the vocabulary learned so far in the unit, for example, *Mi sveglio alle sei*. Any student may call out *Anch’io* or *Io no* to agree or disagree with the sentence their classmate says. The student then tosses the ball to another classmate at random. Play for 4 to 5 minutes. To support all students to play, a range of sentences can also be displayed on the board. **Socialise with peers to build and maintain relationships (ML5-INT-01)**
* Remind students about the role of conjunctions – words which join 2 or more sentences or words. Write sample sentences on the board which combine daily activities and known conjunctions (*e*, *ma*, *perché, poi*, *o*), for example, *Vado a scuola alle otto* ***perché*** *la scuola comincia alle otto e mezza*; *A colazione preferisco mangiare pane tostato* ***o*** *cereali*; *La mattina mi preparo per andare a scuola* ***e*** *faccio anche colazione* ***ma*** *non faccio la doccia*; *Mi vesto* ***poi*** *faccio colazione*. In pairs (or individually if preferred), ask students to create their best sentence using at least 3 conjunctions and choose 2 to 3 students to share responses. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Introduce or revise additional conjunctions – *prima di*, *dopo*, *oppure* and *o…o* by writing sample sentences on the board and asking students to work out their meanings. For example, *Faccio la doccia* ***dopo*** *cena*; ***Prima di*** *andare a scuola mi metto l’uniforme*; *Il sabato mi riposo – leggo* ***oppure*** *ascolto la musica*; *Il sabato* ***o*** *faccio la spesa* ***o*** *mi riposo a casa.* Point out that the infinitive of the verb *andare* is used in the example provided. Write the example *Prima della colazione, mi preparo* and explain that a noun can also follow the structure *Prima di*. If necessary, remind students of the rules when connecting *di* to a definite article, for example, *del/dello/della/dell’*. Students add these new structures to their anchor chart by writing a question and answer sentence of their own. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Using **15. Daily routine – true or false activity (PowerPoint)**, display the text on the board. Read through the text, directing students to follow along and listen for pronunciation and to identify content they understand. Ask students to identify the sequencing words in the text and their meaning. Students complete the true/false activity in the resource. Further instructions and suggestions for differentiation are included in the resource. Following this activity, students write their own short text in Italian using daily routine verbs and at least 4 conjunctions. When complete, students exchange their text with a partner for [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=eee25108-3dd8-51b6-1269-257520bdd6cb). **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Ask students to recall how to say *‘*each day’ in Italian from prior learning. Revise the structure *ogni giorno*. Give each student a colour card in Italian from **16. Colour cards (Word)** and tell them to form groups with students who have a matching colour card. Using the prompts in   
  **17. Each day activity (Word)**, students participate in a sequencing activity in groups. The group to get through all playing cards first wins. Further instructions and differentiation examples are included in the resource. **Socialise with peers to build and maintain relationships (ML5-INT-01)**
* Students watch the [*Azioni quotidiane* video (6:27)](https://www.youtube.com/watch?v=lxJh1g0ysN4) to 4:20 minutes to practise their comprehension skills. Play the video a second time, pausing where necessary to identify new structures and vocabulary. Write these in Italian on the board, asking students to guess their meaning from the context, then write the English translation for students to copy onto their anchor charts. Using a [See, Think, Wonder](https://thinkingpathwayz.weebly.com/seethinkwonder.html) routine, ask students to note down 3 facts about daily routines in Italy they noticed, make 2 comparisons to their own daily routine, and one thing they would like to know more about. Use questions such as ‘What happens at lunch?’, ‘What happens at dinner?’, ‘What differences in timing of routines do you notice?’ to elicit deeper thinking. **Responds to texts by reflecting on how identity is shaped by languages(s), culture(s), practices, values and perspectives; Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Take students outdoors to play a game using **18. Running reporter (Word)**. Students work in pairs. One student is the scribe and the other is the running reporter. The running reporter runs back and forth from a list of phrases and relays them to the scribe. The list of phrases includes daily routine vocabulary in all conjugations to revise regular, irregular and reflexive verb structures as well as negative structures and sequencing words. Further instructions and differentiation examples are included in the resource. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Complete the activity in **19. Disappearing text (PowerPoint)** with students. Display the text on the board. Students read the passage aloud several times, filling in the gaps as more of the text gradually disappears from each slide. Further instructions as well as variations of this activity and suggestions for differentiation are included in the resource. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts (ML5-UND-01)**
* **Exit slip** – use the [traffic light routine](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543?clearCache=6c6d78-b310-ff15-2af3-b80f69357fa2) for reflection. Provide each student with a slip from **20. Exit slip – traffic lights (Word)**. In the red box, students write something they are finding challenging and need more help with. In the amber box, they write something they have improved on. In the green box, they write something they feel confident with. This is a tool for students to self-reflect on the unit so far, particularly the use of verbs in a variety of forms.

### Asking and saying when you complete a daily routine activity

* Students revise [Numbers 1 to 100](https://langlandia.app/learn-italian-numbers-in-a-game-1-100/) using the online numbers activity in preparation for asking and giving the time. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Using **21. Telling the time (PowerPoint)**, revise saying the time on the hour, half hour and minutes past the hour from slide 1 to 6 in response to the question *Che ore sono?* Then, use slides 7 to 10 to introduce students to phrases for quarter to and minutes to the hour. Ask questions to drill times with students. Students add new times to their anchor chart. **Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts (ML5-UND-01)**
* Use the [Interactive clock](https://www.visnos.com/demos/clock) to display random times. In pairs, students take turns asking each other *Che ore sono?* and responding with the time on display in Italian. Remind students that *alle* must be used to indicate at what time something occurs, for example, 6:45 am, *Mi sveglio alle sette meno un quarto* with the exception of times using 1:00, which uses the structure *all’una*. Repeat several times. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Students create a timeline of their daily routine in their books or using a [timeline template](https://www.canva.com/templates/?query=timeline) on Canva. Students label their timelines with sentences in Italian which convey the time a specific activity is undertaken. For example, *Mi lavo i denti alle sette e dieci*. Use the [online Egg Timer tool](https://www.online-stopwatch.com/eggtimer-countdown/), to visually represent the expected duration for completing this task, for example, 25 minutes. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Introduce 24-hour time by watching the [How to tell time in Italian video (8:55)](https://www.youtube.com/watch?v=rtfAWBKzTtM) from 1:35 to the end. Using slides 11 to 17 of **21. Telling the time (PowerPoint)**, practise how to use 24-hour time in Italian. Discuss the importance of learning 24-hour time, highlighting that it is widely used in Europe and that if travelling in Italy, a good understanding of 24-hour time is beneficial. Students add 3 to 5 sample sentences about their own routine, using 24-hour time, to their anchor chart. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML4-UND-01); Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Using slides 18 to 28 of **21. Telling the time (PowerPoint)**, display the picture of a daily routine activity on the board. In their books or devices, students construct the question appropriate to the picture (for example, *A che ora ti svegli?).* Students can work in pairs, if preferred. Click on the slide to reveal the question, and allow time to discuss any errors students might have made in conjugating the verb. Then reveal the answer stem, providing a prompt for students to construct a response to the question. Allow time for students to write their response to each question. If the image is an activity that students don’t complete, encourage them to communicate this authentically using a negative structure. Remind students to practise using the 24-hour time structure when appropriate. Progress through the slides, pausing to allow time for students to construct each question and answer. When students have created and answered all questions, use slide 29 to guide interactions between students – use **16. Colour cards (Word)** to select one student to ask the question aloud to a classmate of their choice, who must respond with a full sentence in Italian. Repeat this process with each image on slide 29. Then, direct students to work in pairs to ask and answer the question for the remainder of the slides. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Students play a game of ‘Mix it up’. Students form groups of 3. Provide each student with 9 sticky notes or 9 pieces of paper. One student writes 9 different times (for example,10:45 am), one student writes 9 different verbs from the daily routine vocabulary list (in the infinitive form), one student writes a mixture of 9 different subject pronouns or names. All prompts are written in English. The pieces of paper are folded and placed in 3 separate piles in the middle of the group of students. Taking turns, each student draws one piece of paper from each pile and constructs a sentence that incorporates all 3 elements, paying careful attention to conjugating the verb correctly according to the subject pronoun or name. The other 2 students check for accuracy. Students continue until all pieces of paper have been used. As an extension to this activity, students draw 2 verbs and times from the pile and construct a complex sentence with appropriate conjunctions. **Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students complete **22. Indicating the time – listening activities (Word)** which includes 3 listening activities: spot the difference, this or that and missing words. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* **Brain break** – play a game of ‘number patterns’. Students can remain seated or find a place to stand in the classroom to encourage physical movement. The goal of the game is for students, to say times in a pre-determined number pattern in random order, for example, adding or subtracting time in 5, 10, 15 or 30 minute increments. Only one student can speak at a time. If a student says the wrong time, has incorrect pronunciation, or if 2 students speak at the same time, the game restarts from the beginning. Students must contribute at random each time the game restarts. Play for 4 to 5 minutes.
* Using **23. One pen, one dice (Word)**, students race each other in pairs or small groups to translate sentences into Italian. The sentences focus on using the language learned so far in the unit with all time structures: on the hour, half hour, quarter to/quarter past, minutes to/after and 24-hour time. Further instructions and differentiation examples are included in the resource. **Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01**)
* Students complete the 3 activities embedded within **24. My day (Word)** to practise interacting using *A che ora?* with daily routine structures and create a text using the third person verb conjugations. Further instructions and differentiation examples are included in the resource. **Socialise with peers to build and maintain relationships, (ML5-INT-01); Control and manipulate a range of structures and features of the grammatical system to create texts; Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* **Brain break** – students stand anywhere in the classroom. Say a statement in the target language about your own daily routine, for example, *Mi vesto prima di andare a scuola*. Students place their hands on their heads if they think the statement is true and hands on their hips if they believe the statement is false. Reveal the answer. Students who chose incorrectly must sit down. The last student standing wins. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* In pairs, students play a game of ‘Scissors, paper, rock’. The winner says a time in English to their partner, for example, 8:45 am. Their partner must say a sentence in Italian which includes the time phrase, for example, *Vado a scuola alle nove meno un quarto*. The student who provided the time, must give an appropriate response to their partner, for example, *Anch’io vado a scuola alle nove meno un quarto*. Or, if they do not do the same thing they respond with, *Io no* and then provide their own response, for example *Non vado a scuola alle nove meno un quarto, vado a scuola alle otto*. Students play several rounds, moving to a new classmate for each round. Use the [Bouncy Balls online tool](https://bouncyballs.org/) to provide real-time feedback to students regarding the noise levels in the classroom, in a fun and engaging manner. **Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts; Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01**)
* Using **25. Questions about daily routines (PowerPoint)**, students participate in scaffolded interactions about their daily routines. First, discuss the information in the ‘Notes’ section of slide 1 with students. Using the [Wheel of names online tool](https://wheelofnames.com/), select a student at random. Ask them the question on each slide, using the image as a prompt. The student who has been selected must respond in a full sentence in Italian. Move through the slides, selecting students to respond to each question using the online tool. When students show confidence responding to the questions, direct them to interact in pairs, taking turns to ask each other the questions as you proceed through the slides, responding appropriately. Additional questions are provided for some slides, depending on student ability. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01); Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Play the ‘Bus game’ to revise structures learned to date. Give students a card from **16. Colour cards (Word)**. Students form teams with their peers with the same colour as them. Clear desks and chairs to the side of the room to allow space for students to sit on the ground. Students sit in a line, in their team, facing the teacher at the front of the room. Using the sample questions provided in **26. Bus game (Word)**, ask students a range of questions using the daily routine vocabulary. Students are required to answer in full sentences in Italian. Further instructions and differentiation examples are included in the resource. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students complete **27. Reading and responding activity (Word)** which requires students to read a text, answer a range of questions in English and create a text in Italian in a response to an email. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts (MCL5-UND-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Using **28. Daily routine timeline listening activity (Word)**, give students sentences from a text. Read the text aloud to the students and ask them to line up in the order their sentence is read in the text, while you are reading. Further instructions and differentiation examples are included in the resource. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* **Exit** **slip** – as students exit the classroom, ask a question about their daily routine, for example *Quando fai la doccia?*, *A che ora ti alzi?* or *Vai a scuola alle undici?* Students respond in Italian. Vary questions to suit student ability. **Use a wide range of features of the sound system in spoken interactions (ML5-INT-01)**

### Mini task 1 – progress checkpoint

Table 2 – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – email |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students read an email[[1]](#footnote-2) from an Italian sister school student about daily routine and respond to questions in English.  **Task** – your school has received emails from students at your Italian sister school in preparation for their upcoming visit. To help host families better understand Italian culture and routines, read one of the emails and provide details in English outlining the similarities and differences between their daily routine and your own.  Students should consult the marking guidelines for the summative assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**  **Feedback** – at the conclusion of the task as a class group or in pairs, discuss and compare responses. Have a conversation with a partner about what you found easy and where you experienced difficulty, along with your findings about the daily routines of students in Italy compared to your own. Consider how you could improve your comprehension in the future, including revising vocabulary and sentence structure prior to the task. |

 **Differentiation examples**

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

**Students with advanced proficiency** – students write an email response in Italian, comparing the Italian student's routine with their own routine or with routines typical in their culture, discussing similarities and differences.

**High potential and gifted students** *–* students provide additional details in their answers. Provide higher order thinking questions requiring more complex responses and questions in Italian.

**Students requiring additional support** – provide simple comprehension questions and vocabulary lists to support understanding.

 **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. 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.

Students should review and add to the **1. Summative assessment task planner (Word)** after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit 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. Which areas, if any, are students still working towards or need further support with, and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 5–7 – discussing hobbies and interests

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 5–7

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning:   * direct object pronouns add a degree of fluency and authenticity to spoken language, and reduce repetition | Students can:   * use appropriate verb conjugations with direct objects in the present tense to express when and for how long they participate in activities |
| * to use adverbs of frequency | * express the duration and frequency of their activities |
| * to express likes and dislikes in more detail, for themselves and others. | * express the likes and dislikes of a variety of people using the correct pronouns, for example, *gli/le/ti/ci piace* * use the infinitive of reflexive verbs to give an opinion related to daily routine, for example, *mi piace molto svegliarmi alle nove* * use adverbs to express the degree of how much people like or dislike an activity. |

**Suggested vocabulary and grammatical structures**

**Leisure activities**, for example, *andare a correre, andare in palestra, fare un giro in bici, fare una passeggiata, uscire con gli amici, chattare online, usare i social (media)*

**Irregular verb:** *uscire*

**Expressions to justify choices:** *fa bene alla salute, rudice la tensione*, *è la mia passione*, *è rilassante*

**Possessive adjectives:** *il mio/la mia/i miei/le mie*, *il tuo/la tua/i tuoi/le tue*, *il suo/la sua/i suoi/le sue*, *il nostro/la nostra/i nostri/le nostre, il vostro/la vostra/i vostri/le vostre, il loro/la loro/i lori/le loro*

**Adverbs of frequency**, for example, *qualche volta, di solito, raramente*

**Expressing the times activities take place:** *dalle…alle…*

**Direct object pronouns:** *lo/la/li/le* and their placement before the verb, for example, *Fai la spesa? Sì, la faccio.*

### Giving preferences about leisure activities

* Write the following questions on the board *Che cosa fai dopo scuola?* and *Che cosa fai il fine settimana?* and ask students to determine their meaning.Give students 5 minutes towrite down any leisure activities they can recall from prior learning on a piece of paper, mini whiteboard or their device. Facilitate a class discussion, with students sharing their responses. Co-create a vocabulary list on the board using students’ responses. Direct them to add any new vocabulary (or vocabulary they need to revise) and the 2 questions, to their anchor charts. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Use slides 1 to 16 of **29. Leisure activities (PowerPoint)** to revise previously-learned leisure activities and introduce new vocabulary. For each slide orally drill the vocabulary, having students repeat to practise pronunciation of the infinitives of each verb then ask *Che cosa fai dopo scuola?* or *Che cosa fai il fine settimana?* Use a random selector tool such as [Wheel of names online tool](https://wheelofnames.com/) to select students to respond individually to the questions using the first-person form of the verb on the slide. For students requiring additional support to formulate a response, click to reveal the correct structure. Where appropriate, ask the suggested questions in the notes section of the slides to allow students to practise responding spontaneously in Italian about their own life. Remind students of the option to use the negative structures including *Non…mai*. As they respond, react appropriately with *Anch’io*, *Neanch’io*, *Io no* and so on. For the verb *uscire* on slide 13, explain that it is an irregular verb and click to reveal the first-person form of the verb to allow students to respond to the questions in the slide. Using slide 17, students add a section to their anchor chart, listing leisure activities relevant to describing their own weekly routine, as well as adding any new verbs. Students also add a sentence about their own after school and weekend activity to the anchor chart. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* Direct students to write down 3 sentences in Italian about their leisure activities, one of which must be a lie. Encourage students to incorporate language structures learned earlier in this unit to formulate complex sentences, for example, *Ogni giorno* *vado in palestra alle sedici*; *Esco con gli amici il fine settimana*; *Non uso mai i social*. In pairs, students take turns reading their 3 sentences aloud 2 times to their partner. During the first reading, allow the students listening to take notes to help them remember what has been said. During the second reading, the student listening indicates if they believe each sentence or not, by saying *vero* or *falso*. The student reading their sentences then either says *Hai ragione,* if the student guessing is correct, or *Non hai ragione* if they are not correct. The speaker must then modify their ‘lie’ so that it is true using the phrase *in realtà*, for example, *In realtà uso i social ogni giorno.* Model an example prior to commencing the activity. Play several rounds, with students switching partners for each round. **Socialise with peers to build and maintain relationships; Understand and reciprocate detailed information about their own and others’ personal words (ML5-INT-01)**
* Introduce students to the full conjugation of the new irregular verb *uscire* using slides 18 to 22 of **29.** **Leisure activities (PowerPoint)**. Read through the sample sentences, modelling correct pronunciation and asking students to repeat each sentence. Refer to the teacher notes to unpack the examples. Students add the conjugation of *uscire* to their anchor chart. **Use knowledge of and manipulate a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Play a variation of the game ‘memory’, to develop students’ recall of vocabulary and ability to conjugate all of the verbs they have learned so far in the unit. Separate students into groups of 4 to 5, using the [Team Picker tool](https://pickerwheel.com/). All groups receive a copy of the playing cards from   
  **30. Memory and speaking game (Word)**. In this activitystudents win the right to formulate a sentence in Italian by finding matching pairs of cards. They must then create a sentence based on the image and the subject pronoun on the cards. If their groups judge that their sentence is correct, they keep the pair of cards. If a classmate identifies a mistake in their sentence, the student must return the cards to the middle. The student with the most pairs at the end wins. Further instructions and differentiation examples are included in the resource. **Use a wide range of features of the sound system to create spoken texts; Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01); Socialise with peers to build and maintain relationships (ML5-INT-01)**
* Provide students with **31. Text message (Word)**. Students read through Ginevra’s text message, in which she outlines her leisure activities and who she does them with. Ask students to identify each form of ‘my’ in the text message and write it in Activity 1. Elicit the structures for saying ‘my’ in Italian and write them on the board: *il mio amico*, *la mia amica*, *i miei amici*, *le mie amiche*. Ask students to explain the 4 different ways of expressing ‘my’, noting that that they must agree with the noun in gender and number and include the definite article. Explain how the rule is different when talking about family – refer to the notes in the resource. Introduce additional forms using the table in Activity 2. Direct students to complete the first row of the table in Activity 2 with the ‘my’ forms of the possessive adjective. Discuss the patterns they can see in the formation of the remaining possessive adjective forms, applying them to complete the blanks in the table in Activity 2. Model how to use the story cubes in this resource to consolidate their understanding of how to form possessive adjectives. Once students are confident using the cubes, direct them to work in pairs or groups of 3, writing down 5 possessive adjectives they have formed using the prompts on cubes. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Using a section of Ginevra’s text message, students rewrite the text in the second person (*tu*), third person (*lui* or *lei*), first person plural (*noi*), second person plural (*voi*) and third person plural (*loro*) to consolidate verb conjugation and correct use of possessive adjectives. Ensure students make all necessary changes to the text to reflect the change in the subject. Upon completion of each version of the text, direct students to compare their work with a peer to check for accuracy. Students then use a [text message generator](https://ifaketextmessage.com/), or a text message template on [Canva](https://www.canva.com/design/DAGL0QTIm9Q/lfLpbcVxKUEhDuvUjSEZbw/view?utm_content=DAGL0QTIm9Q&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to create a response in Italian about what they do on the weekend. **Control and manipulate a range of structures and features of the grammatical system to create texts; Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Ask students to brainstorm in pairs any expressions from prior learning used to express likes, dislikes and preferences. On the board, write a list of the phrases such as *Ti piace?*, *Ti piace…*, *Mi piace…*, *Mi piace un po’…*, *Mi piace molto…*, *Non mi piace…*, *Non mi piace per niente…*. Note that in this context of daily routine activities and leisure activities, only the singular form of likes and dislikes phrases are required. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Brain break** – students find a place to stand in the room. Using the structure *Ti piace [*activity*]?*, ask students a series of questions to elicit how much they like a leisure activity, for example, *Ti piace fare lo skateboard?* After each question, students gesture a response by placing their hands on their heads if they really like the activity, hands on their shoulder if they quite like the activity, on their hips if they like it a little bit, or touching their toes if they don’t like it. Choose students standing in different positions to respond to the question with a full sentence. This activity should take 3 to 4 minutes. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Students watch the video [*Mi piace!* *Ti Piace?* (5:47)](https://www.youtube.com/watch?v=_jgnBYGL-NA) with subtitles, up to 3:02. Direct students to note down the structures for ‘we like’, ‘you like’ and ‘they like’ and record these phrases in addition to *gli piace* and *le piace* on their anchor chart. Return to 0:25 in the video and listen to the man expressing what he likes to do, writing down the activities in their books, for example, *guardare Netflix*, *giocare al computer*, *fare passeggiate*. Ask students to observe the structure of the verb following *mi piace,* pointing out that the second verb is always in theinfinitive form. Students write down 5 sentences outlining what activities they like to do using the vocabulary they have learned in the unit and prior knowledge, for example, *Mi piace suonare la chitarra; Mi piace molto guardare Netflix*. Working in pairs, students swap their sentences with their partner and give them an alternative subject pronoun to use to rewrite all of the sentences, for example, *noi* (*Ci piace suonare la chitarra*) or *loro* (*Gli piace suonare la chitarra*). Students return the sentences to their partner and provide a different subject to rewrite the sentences. Continue until all structures (*ti/gli/le/ci/vi/gli*) have been practised. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes (ML5-UND-01)**
* Write phrases for expressing likes and dislikes on the board, as a word cline, starting with *odio* at the bottom, then *non mi piace per niente*, *non mi piace*, *mi piace un po’*, *mi piace abbastanza*, *mi piace*, *mi piace molto/tanto*, *mi piace moltissimo/tantissimo* and finishing with *amo* at the top*.* Orally drill the phrases to practise students’ pronunciation. Point out that *amare* and *odiare* are regular *-are* verbs and direct students to orally revise all of the conjugations of *-are* verbs as a class. Students add new phrases and verbs to their anchor charts. Using slides 1 to 16 of **29. Leisure activities (PowerPoint)**, or the flashcards you printed earlier in the unit, model an interaction where the students must express how much they like or dislike an activity. Display one leisure activity at a time, asking the question *Ti piace [*infinitive of activity*]?* Students respond using the word cline as a guide. For example, *Ti piace mangiare la pizza? Sì, mi piace molto mangiare la pizza*; *Ti piace giocare a carte? No, odio giocare a carte*. Consider giving students an animal card from **32. Animal cards (Word)** as an engaging way of randomly selecting students to respond to the questions. When students show confidence responding to the questions they can then work in pairs, taking turns to follow the same pattern to ask and respond to questions as the activities are displayed, encourage students to add extra details or comments. **Use knowledge of vocabulary from a wide range of themes to understand and respond to texts; (ML5-UND-01); Create informative texts to describe experiences and share information about their own and others’ personal worlds; Use a wide range of features of the sound system to create spoken texts (ML5-CRT-01); Understand and reciprocate detailed information about their own and others’ personal words (ML5-INT-01)**
* Students complete the listening activities in **33. My routine – likes and dislikes listening (Word)** to practise identifying a range of phrases to express likes, dislikes and leisure activities. The resource includes 3 listening activities: What would you say next?, listening slalom and dialogue comprehension questions. **Use comprehension strategies to interpret and analyse information, ideas and perspectives on texts; Use knowledge of a wide range of features of the sound system to understand texts; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Introduce the infinitive of reflexive verbs to allow students to give their opinion using verbs related to their daily routine. Write the following sentences on the board: ***Mi*** *piace molto svegliar****mi*** *alle nove*, ***Ti*** *piace addormentar****ti*** *dopo le ventidue*, ***Gli*** *piace lavar****si*** *i denti la mattina*. Ask students what they notice about the placement of the reflexive pronoun when using the infinitive form of the verb. Explain that the reflexive pronoun added at the end of the verb in its infinitive form reflects the subject of the sentence (who is doing the action). In each of the sample sentences, draw a line between the pronouns to demonstrate the link. Drill all the reflexive pronouns orally, saying a subject pronoun aloud, for example, *io/noi*, with students responding by providing the appropriate reflexive pronoun, *mi/ci*. Using **5.** **Daily routine flashcards** from the first learning sequence, ask students to identify which activities require a reflexive verb. Display one image at a time, co-creating sentences with students to practise giving opinions with reflexive verbs, for example, *Non mi piace per niente addormentarmi tardi*. Direct students to create 4 positive sentences and 4 negative sentences about their daily routine, and add them to their anchor chart, ensuring they use a range of expressions to give their opinions. **Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* To practise the infinitives of reflexive verbs, issue students with a card from **16. Colour cards (Word)** and direct them to form a circle with students who have the same colour card. Provide each group with a mini whiteboard and a marker. Play an introductory round of ‘Switch’ to demonstrate how to play. Nominate the youngest student as the student who goes first in each group. Write a sample sentence on the board, for example, *Mi piace lavarmi i denti*. To start the game, call out a different subject pronoun, for example, ‘he’. The student who is ‘in’ must modify the sentence with the new subject pronoun, making all necessary changes to pronouns and verbs, for example, ***Gli*** *piace lavar****si*** *i denti*. Other students in the group can provide feedback. The first group to hold up their whiteboard with a grammatically correct sentence is awarded a point. To progress the game, students pass the whiteboard to the student to their left. Next, call out ‘switch’ to indicate that students must change the sentence from positive to negative, or negative to positive, for example, ***Non*** *gli piace lavarsi i denti*. When you call out ‘more’, students must add more detail to the sentence, for example, *Non gli piace* ***per niente*** *lavarsi i denti* or ***Non*** *gli piace lavarsi i denti* ***ogni giorno****.* During the game, change the starting sentence each round, and vary the calls. Award points for each round, checking the modified sentences for accuracy. The team with the most points at the end of the game is the winner. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* To extend students’ ability to discuss their preferences, collaboratively form a list of familiar language which can be used to give a justification from prior knowledge. For example, *perché è interessante, divertente, difficile, stressante, noioso, faticoso, è una sfida*. Students add a section on their anchor charts with these justifications. With students, brainstorm (in English) additional phrases that they could use to justify an opinion, for example, it’s good for your health (*fa bene alla salute),* it reduces stress (*riduce la tensione*)*, è la mia passione* (it’s my passion), *è rilassante* (it’s relaxing). Direct students to add the new phrases to their anchor charts.Use slides 2 and 3 of **34. Sentence builder (PowerPoint)** to orally drill the new vocabulary to practise pronunciation. Using the [Wheel of names online tool](https://wheelofnames.com/), call on students at random to answer questions such as *Ti piace…? Perché? Perché no?* Students use the sentence builders to formulate a response. Move between the slides depending on whether the response was positive or negative. Remind students that their answers can be creative, as the focus is practising the language rather than giving a truthful opinion. Students write 2 positive sentences and 2 negative sentences to practise using the new structures to justify their opinions, for example, *Mi piace giocare a pallacanestro perché amo lo sport e fa bene alla salute* in their books. **Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**
* Display **35. Leisure activities visual vocabulary list (Word)** on the board. Direct students to move into small groups. Students take turns to ask another member of the group if they like a particular activity, using the visual vocabulary list as a stimulus. Remind students to use the infinitive of the verb after *Ti piace…?* when asking questions.Students respond in Italian, providing a justification of their opinion using the new phrases. Allow students who require additional support to access the sentence builders. The other students in the group take turns to choose another student and note down their activity, opinion and justification. Once all students have had a turn asking and giving an opinion of the activities, choose one student from each group to provide information about another student in their group, using the details they have noted down, and constructing the sentence in the third person, for example, *Leo ama fare lo skateboard perché è la sua passione.* **Discuss and justify opinions, ideas and perspectives (ML5-INT-01); Use a wide range of features of the sound system to create spoken texts; Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* **Brain break** – choose one of the following walking tours [Portofino, Italy Evening Walk 2023](https://www.youtube.com/watch?v=XTJjSwwVTio) or [Florence, Italy Evening Walk](https://www.youtube.com/watch?v=ed1Z7pPSep0). Discuss the cultural significance of *fare una passeggiata* in Italy. There is no need to watch the whole video, just choose a brain break length that suits students, for example, the first few minutes. Encourage students to engage with the brain break by asking prompting questions such as, ‘What do you notice? What do you hear? What seems different? What seems the same?’. These videos could be used several times throughout the unit as a brain break.
* Students complete the activities in **36. Reading and responding – youth forum (Word)**, which requires students to read posts in a forum where 2 teenagers respond to the question *Che cosa ti piace fare il fine settimana?* Students identify unknown phrases and try to elicit meaning from context or use dictionaries to look up its meaning. Students add useful phrases to their anchor chart. Students create a post about their own weekend to add to the forum. **Respond to texts critically and creatively in the target language and/or English by interpreting and analysing information, ideas and perspectives (ML5-UND-01); Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* **Exit slip** – ask one of the following questions: *Che cosa fai dopo scuola?* or *Che cosa fai il fine settimana*? Students aim to form the longest sentence possible, ensuring it still makes sense, using any learning from the unit or from prior learning. Students may respond verbally to the teacher, on sticky notes or by using a [Menti](https://www.mentimeter.com/) survey. Give students feedback on their responses and make note of any areas of support students may need. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**

### Saying how often you complete leisure activities

* Ask students to recall adverbs of frequency from prior learning. Using slide 2 of **37. Adverbs of frequency (PowerPoint)**, revise previously learned frequency words such as *spesso*, *regolarmente*, *sempre* and *non…mai* and introduce new frequency words including *qualche volta*, *di solito* and *raramente*. Work through the sample sentences on slides 3 to 9 to familiarise students with the structures and where they are placed in sentences. Point out to students that adverbs in Italian generally go after the verb, for example, *Vado spesso/sempre/raramente* *allo stadio*, with the exception of *di solito* and *normalmente*, which both precede the verb. Show students slide 10 and ask the question *Vai a correre?,* reminding them of the structures *una volta/due volte alla settimana/al mese/all’anno.* Have students identify different ways of expressing times, working through the examples on slide 10. For example, *ogni giorno* could also be expressed as *sempre*. Using slides 2 to 16 of **29. Leisure activities (PowerPoint)**, or the flashcards you printed earlier in the unit, show students an activity on the card and ask them if they do that activity. Use a random selector tool to nominate a student to respond to the question including an expression of frequency in their response, for example, *Gioco ogni giorno a calcio* or *Gioco sempre a calcio.* Progress through the slides, using the random selector tool to select different students to respond to the question. To ensure students use a variety of adverbs consider using a [virtual dice](https://www.online-stopwatch.com/online-dice/) or similar to indicate which expression of frequency they must incorporate into their response. Students add the frequency words to their anchor charts then complete **38. Adverbs of frequency (Word)** to consolidate their learning. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Give students the question and response sheet from **39. Find someone who … (Word)**. For students requiring additional support, co-create the appropriate questions for each criteria or provide the questions in Italian from the ‘For the teacher’ section of the document. Discuss possible answers for the question from the ‘Sample answers you might hear’ in the resource. When students are confident to ask the questions and formulate an appropriate response individually, they walk around the classroom, asking their peers as many questions as possible to find out how often their classmates participate in the activities in the table. Use the [rocket countdown online timer too](https://www.online-stopwatch.com/rocket-timer/)l, to visually represent the expected duration for completing the activity, for example, 15 minutes. **Socialise with peers to build and maintain relationships, Understand and reciprocate detailed information about their own and others’ personal words; Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01)**
* **Brain break** – label the 4 corners of the classroom with a different frequency word each, for example: *sempre*, *spesso*, *ogni tanto* and *mai*. Students stand in the centre of the room. Call out a leisure activity such as *giocare a calcio*. Students move to the corresponding corner that best represents how often they complete the activity. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Ask a volunteer student a question about a leisure activity, for example, *Fai lo skateboard?* Using follow up questions such as *Ti piace…?,* *Quando…?,* *Dove…?, Con chi…?,* model an interaction with the student. Write the question *Per quanto tempo…?* on the board. Prompt students to recall how to express the duration of an activity from prior learning. Write a sample sentence on the board, for example, *Vado in palestra* *dalle 11 alle 13* to remind them how to use the structure *dalle…alle…* to express how long an activity takes. Remind them also of the rules for the contractions *dalle* and *alle*. Choose another student to ask about a leisure activity. This time, model an interaction that includes the question *Per quanto tempo…?* to prompt the student to use the structure *dalle…alle…* when discussing an activity they do. Encourage students to use conversation fillers (thinking words, such as ‘um’ in English) such as *beh* and *allora* in their interactions, for fluency and authenticity. Direct students to work in pairs to ask each other questions about a leisure activity, using the follow up questions from the modelled conversations. As the students interact, move around the room listening for pronunciation and accuracy of sentence structures. Direct students to add a sample sentence using the structure *dalle…alle…* to their anchor chart. Use **40. Sentence stealer (PowerPoint)** to play a game of ‘Sentence stealer’ to practise using phrases which indicate duration. Further instructions and differentiation examples are included in the resource. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* To remind students how and when to use direct object pronouns, write 2 sentences on the board with the same object, for example, *Faccio* ***lo shopping*** *ogni sabato. Faccio* ***lo shopping*** *in città*. Ask students to recall how to replace the object in the second sentence with a direct object pronoun to avoid repetition, ***Lo*** *faccio in città.* Write 4 sentences on the board, underlining the object in each sentence, for example, *Faccio* ***lo skateboard***, *Preparo* ***la cena***, *Uso* ***i social media***, *Faccio* ***le pizze***. Remind students how to replace the object with an appropriate direct object pronoun to avoid repetition and give their language more authenticity – direct object pronouns always come immediately before the verb. Model examples using the sample sentences, ***Lo*** *faccio,* ***La*** *preparo,* ***Li*** *uso,* ***Le*** *faccio.* Students complete the activities in **41. Direct object pronouns (Word)** to consolidate their understanding of direct object pronouns. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01); Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Using **42. Reading and responding – email (Word)**, students complete the reading activity and answer questions in English. **Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Respond to texts critically and creatively in the target language and/or English by interpreting and analysing information, ideas and perspectives (ML5-UND-01); Plan, construct and edit texts (ML5-CRT-01)**
* Play a game of ‘Writing racing’ with students. Separate students into 5 groups, using the [Team Picker tool](https://pickerwheel.com/). Give each group a sheet of butcher’s paper or A2 paper. With students, brainstorm the structures learned so far in the unit, for example, leisure activities, conjunctions, expressions of frequency, likes/dislikes, justification of opinions, direct object pronouns and possessive adjectives, and write them on the board as a checklist. Set a stopwatch for 5 minutes, using the [online Candle Timer tool](https://www.online-stopwatch.com/candle-timer/). When the stopwatch is started, groups race to write as many full sentences as possible, including each structure from the checklist at least once, before the time runs out. Establish rules for the game, such as only one student can write at a time, every student must take a turn to write a sentence, and students must take turns checking and editing their group members’ responses. To add extra competition, consider establishing a point system for students. Complex sentences may be worth additional points. Check sentences once the timer has gone, ensuring students only get points for grammatically correct sentences. Play several rounds to encourage students to practise forming detailed sentences in Italian, in a low-stakes game. **Plan, construct and edit texts; Control and manipulate a range of structures and features of the grammatical system to create texts; Use a range of structures and features of the target language writing system to create written texts (ML5-CRT-01)**
* **Exit slip** – as students leave the classroom, ask them a question at random, such as *Usi i social durante la settimana?*, *Ti piace fare lo skateboard?, Di solito giochi ai videogiochi?* Students must respond in Italian, using appropriate time expressions, preferences, adjectives, direct object pronouns or expressions of frequency to create a complex sentence. **Use a wide range of features of the sound system in spoken interactions; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**

### Mini task 2 – progress checkpoint

Table 4 – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – podcast and blog post |
| As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students listen to a podcast in preparation for an exchange trip to Italy to better understand a typical week. Two Italian students discuss a week in the life of students in Italy. Students then create a blog post on the podcast’s online forum sharing their weekly routine and making comparisons to the weekly routines of students in Italy.  **Task** – using **43. Mini task 2 – podcasts (Word)**, listen to the podcast in Italian where 2 students discuss *Una settimana nella vita degli studenti in Italia* (‘A week in the life of students in Italy’). Demonstrate your understanding by answering questions in English. Use this information to make comparisons between your daily routine in Australia and the students on the podcast. Write a short blog post for the podcast’s online discussion forum, where you share your weekly routine, including weekend activities, give opinions, and make comparisons using the third person.  Students should consult the marking guidelines for the summative assessment task to check for understanding of language and expectations, and apply these to the mini task, as well as identify future learning goals.  **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01); Create informative texts to describe experiences and share information about their own and others’ personal worlds (ML5-CRT-01)**  **Feedback** – correct the English responses with students, with opportunity for student self-reflection. Students share blog posts, giving peer feedback using the [Two stars and a wish](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549?clearCache=994f1797-9815-5007-fd1-4abe1deedaf6) feedback strategy. |

 **Differentiation examples**

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

**Students with advanced proficiency** – encourage students to include comparisons between their routines and typical Italian routines, highlighting cultural differences and similarities. Students may also consider expressing activities they have done in the past, or would like to do in the future.

**High potential and gifted students** – encourage students to use complex sentence structures, varied vocabulary and advanced grammatical structures in their blog posts. Students may talk about activities they do in relation to the weather or the activities of other family members.

**Students requiring additional support** – provide sentence starters and templates to help students structure their blog posts. Students may include images of their routines and write captions for them.

 **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. 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.

Students should review and add to the **1. Summative assessment task planner (Word)** after completing this self-reflection.

 **Teacher reflection and evaluation** – reflect on the unit 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. Which areas, if any, are students still working towards or need further support with, and what strategies will be used to support them before moving to the next learning sequence?

## Weeks 8–10 – saying what you do to help at home and assessment task

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 8–10**

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning:   * to say what household chores they do | Students can:   * describe the chores they do at home, including when, how frequently they do them and whether they like them, with justifications |
| * direct object pronouns are added to the infinitive in sentences describing likes and dislikes relating to verbs. | * add the direct object pronoun to the infinitive in expressions such as non *gli piace farlo*. |

**Suggested vocabulary and grammatical structures**

**Household chores:** *fare il letto, fare la spesa, preparare la colazione/la cena, lavare i piatti, caricare/svuotare la lavastoviglie, fare il bucato, passare l’aspirapolvere, riordinare la camera da letto, dare da mangiare al gatto/cane, portare a passeggio il cane*

**Direct object pronouns with *piacere* + infinitives**, for example, *Ti piace fare il tuo letto? No, non mi piace farlo.*

### Giving opinions on household chores

* Introduce the household chores vocabulary in the infinitive form using slides 1 to 14 of **44. Household chores (PowerPoint)**. Print these slides to use as flashcards throughout this learning sequence. Orally drill each term to practise students’ pronunciation. Practise the *io* and *tu* forms of the verbs, and negation, by asking students if they do that chore – refer to the notes section on each slide. Note – do not refer to the ‘Using direct object pronouns’ or the more detailed ‘Build to …’ questions in the notes section yet – these will be used in a later activity. Students record the list of household chores from slide 15 on their anchor chart. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Students play Quizlet, using the [Household chores in the first person – Italian](https://quizlet.com/au/933253695/household-chores-in-the-first-person-italian-flash-cards/?i=5x41rx&x=1qqt) set to drill the new vocabulary. Students can play individually or play Quizlet live as a class. As students play, monitor their progress for speed and accuracy. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Write the question *Che cosa fai per aiutare a casa?* on the board and check for students’ understanding of the question. Students choose any 5 chores and create 5 sentences about themselves, in answer to the question *Che cosa fai per aiutare a casa?* Answers can include negatives, such as *Non lavo mai i piatti*. Show slides 2 to 14 from **44. Household chores (PowerPoint)** a second time. Model an interaction with a volunteer student to demonstrate how to ask if your partner does that chore, and then react and respond authentically to a partner’s responses by agreeing or disagreeing with their answer, using *Anch’io*, *Neanch’io* or *Io no*. For example, Student A: *Dai da mangiare al gatto?* Student B: *Sì, do da mangiare al gatto*. Student A: *Anch’io!* Students then work in pairs or groups of 3 to share their information, with their partner(s) responding appropriately. **Understand and reciprocate detailed information about their own and others’ personal worlds (ML5-INT-01)**
* Show slides 2 to 14 from **44. Household chores (PowerPoint)** a third time, displaying one household chore at a time. For each slide, ask the class who does that chore, with students responding with a show of hands. Write a tally on the board to see which chores are most or least often done by the class. For example, when you ask *Chi fa il letto?,* students who make their bed raise their hands. Write *fare il letto* on the board, with the number of students who make their bed next to it. At the end of the activity, students choose 5 chores and create a summary in their books or devices about how many students do that chore, for example, *Sei studenti fanno il letto*. Then, co-create a summary using the first-person plural (we) conjugation of the verbs and expressions of frequency, *Facciamo spesso il letto, Facciamo raramente il bucato.* **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Write 4 sentences on the board, for example, *Faccio il letto la mattina*, *Fai la spesa il sabato*, *Laviamo i piatti dopo cena*, *Fanno le faccende domestiche ogni domenica*. Drawing on prior learning, ask students how to replace the object of each sentence with a direct object pronoun, *la/lo/li/le*, and where to place the pronoun in the sentence. Remind students that direct object pronouns must match the gender and number of the object they are replacing. Next, ask students to rewrite these sentences using direct object pronouns, for example, *Lo faccio la mattina*, *La fai il sabato*, *Li laviamo dopo cena*, *Le fanno ogni domenica*. Using slides 2 to 12 of **44. Household chores (PowerPoint)**, practise the use of direct object pronouns – refer to the notes section on each slide. (Note – do not refer to the ‘Build to …’ questions in the notes section yet – these will be used in a later activity.) For example, in answer to *Fai la spesa?*, students reply *Sì, la faccio* or *No, non la faccio*. **Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Students practise using direct object pronouns in a scaffolded interaction by completing Activity 1 (Activity 2 will be played later) in **45. Story cubes (Word)**. Students play in pairs and use only story cube 1 (household chores) and story cube 2 (frequency words). To start, Student A rolls the ‘household chores’ cube and asks their partner how often they complete the household chore rolled, for example, *Fai la spesa?* Student B rolls the frequency cube, for example ‘rarely’ and responds to the question using the frequency word on the cube and a direct object pronoun to avoid repetition of the object, for example, *La faccio raramente*. Further instructions and differentiation examples are included in the resource. **Use a wide range of features of the sound system in spoken interactions; Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01)**
* Show slides 2 to 14 from **44. Household chores (PowerPoint)** again, this time focusing on the sample questions in the notes sections starting with ‘Build to …’ – adjust these questions to suit your context. Using the [Wheel of names online tool](https://wheelofnames.com/), call on students at random to answer the questions. Encourage the use of conversation fillers such as *allora* or *beh* to sustain the interaction. Work through each slide, asking students a range of questions. When confident, students work in pairs or small groups to choose 5 activities from slide 15, and co-create sample questions for their chosen activities. Students then join with another group or pair, and interact authentically about their activities. **Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts; Adjust and adapt vocabulary from a wide range of themes to interact (ML5-INT-01)**
* **Brain break** – using slide 15 of **44. Household chores (PowerPoint)**, display the list of household chores vocabulary on the board. Prepare a timer for 2 minutes using the [rocket countdown online timer too](https://www.online-stopwatch.com/rocket-timer/)l. Students stand at the back of the classroom in a line. When the timer starts, think of a chore, and students take turns guessing which term you are thinking of. If a student guesses correctly, everyone in the class takes a step forward, and the process begins again. Students win if they take 3 steps forward before the timer goes off. Play 2 to 3 rounds.
* In pairs, students play ‘Talking tennis’, using **46. Talking tennis (Word)**. Give each student in the pair a different set of sentences. The sentences increase in length and complexity, for example, *Riordino la camera da letto, Riordino la camera da letto ogni giorno*, *Riordino la camera da letto ogni giorno alle quattro*, *Non passo mai l'aspirapolvere*, *ma riordino la camera da letto ogni giorno alle quattro.* Students take turns to read a sentence aloud to their partner from their sheet. Their partner must repeat the sentence with accuracy. The student who has repeated the most sentences accurately at the end is the winner. Further instructions and differentiation examples are included in the resource. **Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Ask students to recall how to express sentences with *piacere* + infinitive. Provide a sample sentence in English, for example, ‘I like doing the washing’, and ask students to translate it into Italian *Mi piace fare il bucato*. Then, write the following sample question and answer on the board: *Ti piace fare il tuo letto?* *No, non mi piace far****lo*** *perché è noioso*. Ask students what they think the answer to the question means. Point out that a direct object pronoun has been used in the answer to avoid repeating the object. Explain that when there are 2 verbs in a sentence, the direct object pronoun is added to the infinitive, and that the final -*e* of the infinitive is omitted, for example, *farlo*, *lavarle*. Write additional questions on the board and direct students to write a response to each using a direct object pronoun to the infinitive as demonstrated, for example, *Gli piace fare il bucato? (Non gli piace far****lo****), Le piace fare le faccende domestiche? (Le piace moltissimo far****le****), Ti piace preparare* ***la*** *cena? (Mi piace preparar****la****)*. Direct students to add 2 of these examples, with different direct object pronouns, to their anchor chart. **Use metalanguage to reflect on and evaluate target language structures and features in texts (ML5-UND-01)**
* Direct students to complete Activity 2 in **45. Story cubes (Word)**. Students use story cube 1 (household chores), and story cube 3 (likes and dislikes) to formulate responses to questions about chores using a direct object pronoun with an infinitive. Encourage students to use appropriate conversation fillers to sustain the interaction. Further instructions and differentiation examples are included in the resource. **Use a wide range of features of the sound system in spoken interactions; Control and manipulate a range of structures and features of the grammatical system to interact (ML5-INT-01)**
* Write sentences on the board about household chores, for example, *Odio passare l’aspirapolvere*, or *Non riordino mai la mia camera da letto* or *Gli piace fare il bucato*. Then, next to each sentence,model a complex second sentence to justify the first sentence, including a direct object pronoun to replace the object, for example, *Odio passar****la*** *perché è noioso*, *Non* ***la*** *riordino mai perché è molto faticoso* or *Gli piace far****lo*** *perché è rilassante*. Using a collaborative sticky note platform, for example [Padlet](https://padlet.com/), each student creates one pair of sentences. The first sentence is a statement about a household chore (for example if they like or dislike it, or how often they do it) and the second is a justification of the first sentence. Students use the sentences on the board as models. When each student has added their sentence pair to the [Padlet](https://padlet.com/), display them all and review the sentences as a class to ensure they are correct. Play a game of ‘Rip bingo’. On a piece of paper, students draw 4 lines, dividing the paper into 5 rows. Students then choose 5 sentence pairs and write one pair in each row. When students are ready, read the sentence pair in random order. As you read the pair aloud, students who have that pair at the top or the bottom of their piece of paper can rip them off. Students can only ‘tear’ sentences off their piece of paper if they are at the top or bottom. Sentences may need to be read out more than once. The winner is the first student to rip all their sentences. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01)**
* **Exit slip** – provide each student with a sticky note or piece of paper. Before leaving the class, students write one positive sentence and one negative sentence in Italian about the chores they do or do not do, including an opinion and justification for both. Collect and review the sticky notes to identify areas where further consolidation is required. Use this process to quickly determine aspects of the unit which require additional revision before students begin working on the summative task. **Adjust and adapt vocabulary from a wide range of themes to create texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Using **47. Dictogloss (Word)**, students complete a dictogloss listening activity to practise identifying the vocabulary and language structures from the entire unit. Read the text aloud several times with students listening to understand, recall and reconstruct the text. Once students have reconstructed the text, display the correct version for them to check and edit their work. Further instructions and differentiation examples are included in the resource. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use knowledge of a wide range of features of the sound system to understand texts (ML5-UND-01)**
* Students complete **48. A typical weekend (Word)** reading comprehension, answering a range of comprehension questions based on the text. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; Use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Students complete **49. My weekly routine – listening activity (Word),** in which a speaker recounts their typical week. Students may benefit from having the audio played a third time to respond to the last question. **Listen to, read and view information, ideas and perspectives in moderately complex texts on a range of themes; use comprehension strategies to interpret and analyse information, ideas and perspectives in texts; use knowledge of a range of structures and features of the grammatical system to understand and respond to texts (ML5-UND-01)**
* Provide students with the resource **50.** **About my week (Word)**. Working in pairs or small groups, students create the script of a conversation between 2 peers discussing their weekly routine. When it is completed, students give their conversation to another group for peer feedback using the WAGOLL rubric provided in the resource. Students edit their texts after receiving peer feedback. Further instructions are included in the resource. **Create informative texts to describe experiences and share information about their own and others’ personal worlds; Plan, construct and edit texts; Control and manipulate a range of structures and features of the grammatical system to create texts (ML5-CRT-01)**
* Play a game of ‘Jeopardy’ with the class, using **51. Jeopardy game (PowerPoint)**, to revise the vocabulary and structures learned in the unit. The game requires students to work in teams using the game board to create Italian questions and responses using the word or image cues. Further instructions and differentiation examples are included in the resource. **Adjust and adapt vocabulary from a wide range of themes to create texts (ML5-CRT-01); Use knowledge of vocabulary from a wide range of themes to understand and respond to texts (ML5-UND-01)**
* Complete the unit’s summative assessment in the final week of this learning sequence. Review the task description and marking guidelines with the students. Identify any areas of support needed.

# Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning or 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

**ML5-CRT-01** **creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language**

* Create informative texts to describe experiences and share information about their own and others’ personal worlds
* Use a wide range of features of the sound system to create spoken texts
* Adjust and adapt vocabulary from a wide range of themes to create texts
* Control and manipulate a range of structures and features of the grammatical system to create texts

## Task

A class in Italy wants to exchange videos with your class to learn about the daily lives of teenagers in Italy and Australia. Create a short video for one of the students in the class, describing your average week, including weekdays and weekends.

Include:

* a greeting, appropriate introductory sentence and sign-off
* an outline of what you usually do in the morning, from the time you wake up until you arrive at school
* the start and finish times of school
* a detailed description of at least 3 activities you regularly do after school or on the weekend, with frequency and reasons why you do these activities
* an activity you do with family or friends, with frequency and your opinion about it
* an activity you do not do often, with reason(s)
* a statement about at least 2 household chores you do and/or do not do, with frequency and opinions
* a variety of at least 3 questions for the Italian students about their average week.

 **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** – encourage students to use more sophisticated grammar structures familiar to them, such as the future tense or conditional tense to expand on what they are going to do next week, what they would like to do next week, and or what they did last week.

**Students requiring additional support** – provide support such as sentence starters and vocabulary lists to assist students to complete the assessment task.

## Marking guidelines

Table 8 – marking guidelines for summative assessment task

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| Creating texts (ML5-CRT-01)   * Create informative texts to describe experiences and share information about their own and others’ personal worlds | Creates a detailed, coherent, well-structured text, with minimal errors, that includes:   * a greeting, appropriate introductory sentence and sign-off * an outline of the morning routine, from wake-up time until arrival at school * the start and finish times of school * a detailed description of at least 3 regular after-school or weekend activities, with frequency and reasons * an activity done with family or friends, with frequency and opinion * an activity not done often, with reason(s) * a statement about at least 2 household chores, with frequency and opinions * a variety of at least 3 questions for the Italian students about their average week. | Creates a coherent, well-structured text, with minor errors, that includes:   * a greeting, appropriate introductory sentence and sign-off * an outline of the morning routine, from wake-up time until arrival at school * the start and finish times of school * a detailed description of at least 3 regular after-school or weekend activities, with frequency and reasons * an activity done with family or friends, with frequency and opinion * an activity not done often, with reason(s) * a statement about at least 2 household chores, with frequency and opinions * a variety of at least 3 questions for the Italian students about their average week. | Creates a comprehensible text, with errors that do not impact communication, that includes:   * a greeting, introduction and sign-off * an outline of the morning routine, from wake-up time until arrival at school, with some time structures * a description of 3 regular after-school or weekend activities, including at least one frequency statement and reason * an activity done with family or friends, with frequency and opinion * an activity not done often, with reason(s) * a statement about 2 household chores, with frequency and opinions * 3 questions for the Italian students about their average week. | Creates a partially comprehensible text, with errors that impact communication, that includes some of the following:   * a greeting, introduction and sign-off * information relating to the morning routine, from wake-up time until arrival at school, with some time structures * a description of 1–2 regular after-school or weekend activities, including at least one frequency statement and reason * an activity done with family or friends, with frequency and opinion * an activity not done often, with reason(s) * a statement about 1–2 household chores, with frequency and opinions * 1–2 questions for the Italian students. | Creates a simple text with relevant words and/or phrases. |
| Creating texts (ML5-CRT-01)   * Adjust and adapt vocabulary from a wide range of themes to create texts * Control and manipulate a range of structures and features of the grammatical system to create texts | Controls and manipulates an extensive range of vocabulary, structures and features of the grammatical system, with a high level of accuracy, including:   * a variety of sentence structures * compound sentences with a range of conjunctions, for example, *perché*, *oppure*, *o…o…*, *dopo*, *prima di*, *però* * a range of expressions with *piacere*, including adverbs * frequency words, such as *ogni giorno*, *due volte alla settimana*, *qualche volta* * reflexive verb conjugations * regular verb conjugations * irregular verb conjugations, such as *fare*, *andare* and *uscire* * time phrases, including 12-hour and 24-hour, and duration * direct object pronouns, such as *lo*, *la*, *li*, *le*, both preceding the verb and with infinitives * a range of possessive adjectives * negative structures. | Controls and manipulates a broad range of vocabulary, structures and features of the grammatical system with minor errors, including:   * some sentence structure variety * compound sentences with conjunctions, for example, *perché*, *però*, *prima di* * a range of expressions with *piacere*, including adverbs * frequency words, such as *ogni giorno*, *qualche volta* * reflexive verb conjugations * regular verb conjugations * irregular verb conjugations, such as *fare*, *andare* and *uscire* * time phrases, including 12-hour and 24-hour, and duration * direct object pronouns, such as *lo*, *la*, *li*, *le*, both preceding the verb and with infinitives * possessive adjectives * negative structures. | Controls and manipulates a range of vocabulary, structures and features of the grammatical system, with some errors, including:   * some compound sentences with conjunctions, for example, *e*, *ma*, *perché* * a range of expressions with *piacere* * some frequency words, such as *ogni giorno*, *qualche volta* * reflexive verb conjugations * regular verb conjugations * irregular verb conjugations, such as *fare* and *andare* * time phrases and duration of time * direct object pronouns, such as *lo*, *la*, *li*, *le* * possessive adjectives * negative structures. | Uses some learned vocabulary, structures and features of the grammatical system, with errors that may impact comprehension, including some of the following:   * simple sentences with conjunctions such as *e*, *perché* * expressions with *piacere* * reflexive verb conjugations * regular verb conjugations * irregular verb conjugations, such as *fare* * time phrases * direct object pronouns, such as *lo*, *la*, *li*, *le* * possessive adjectives * negative structures. | Attempts to use some relevant vocabulary structures and/or phrases, with errors that hinder comprehension. |
| Creating texts (ML5-CRT-01)   * Use a wide range of features of the sound system to create spoken texts | Creates an effective and authentic spoken text, using accurate intonation and pronunciation. | Creates an effective and authentic spoken text, with minor errors in intonation and pronunciation. | Creates a spoken text with mostly clear intonation and pronunciation, with some errors. | Creates a spoken text with errors in intonation and pronunciation that may impact comprehension. | Attempts to replicate the sound system. |

### Sample response for sample summative assessment task

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. This is the transcript of a sample Grade A response.

*Ciao a tutti! Oggi vi parlo della mia settimana tipica.*

*Da lunedì a venerdì, la mattina mi sveglio alle sei e un quarto e mi alzo cinque minuti dopo. Faccio subito la doccia poi mi vesto. Dopo, faccio colazione, faccio il letto e mi preparo per andare a scuola alle sette e dieci. Vado a scuola in treno ogni giorno. Arrivo alle otto meno dieci e parlo con gli amici. La scuola comincia alle otto e mezza.*

*La scuola finisce alle tre e dieci e torno subito a casa in treno. Arrivo verso le quattro e faccio i compiti: li faccio per un’ora. Dopo ho molto tempo libero. Il pomeriggio mi piace giocare a calcio al parco con gli amici. Due volte alla settimana, il martedì e venerdì pomeriggio, giochiamo ai videogiochi per due ore. Io e i miei genitori ceniamo verso le sette di sera. Mi lavo i denti e vado a letto alle nove e mezzo. Di solito leggo o guardo Netflix per un po’ poi mi addormento verso le undici.*

*Il fine settimana è diverso. Il sabato mi sveglio verso le otto e poi faccio colazione con la famiglia. Dopo colazione o faccio la spesa con mio padre, o aiuto mia madre a passare l’aspirapolvere o riordino la mia camera da letto per mezz’ora. Non mi piace per niente perché è noioso!*

*Il sabato pomeriggio mi piace moltissimo uscire con gli amici perché è divertente. Giochiamo al parco o andiamo ai negozi. Qualche volta mi piace anche andare al cinema durante il fine settimana ma è molto costoso.*

*La domenica non faccio molto. Mi alzo verso le undici e faccio colazione. Il pomeriggio guardo un film con la famiglia alla TV. Vado a letto abbastanza presto perché sono stanco/a.*

*E tu, com’è la tua settimana tipica? A che ora ti svegli durante la settimana? E il fine settimana?*

*Esci spesso con i tuoi amici? Ti piace fare lo sport?*

*Ciao per ora e a presto!*

English translation

Hi everyone! Today I am talking to you about my typical week.

Monday to Friday, I wake up in the morning at 6:15 and I get up five minutes after. I have a shower straight away, then I get dressed. After, I have breakfast, I make my bed and I get ready to go to school at 7:10. I go to school by train every day. I arrive at 7:50 and talk with my friends. School starts at 8:30.

School finishes at 3:10 and I go straight home by train. I arrive home around 4 and I do homework: I do it for an hour. Afterwards I have a lot of free time. In the afternoon I like to play soccer at the park with my friends. Twice a week, on Tuesday and Friday afternoons, we play video games for 2 hours. My parents and I have dinner around 7 pm. I brush my teeth and go to bed at 9:30. Usually I read a book or watch Netflix for a bit then I go to sleep around 11.

On the weekends it’s different. On Saturdays I wake up around 8 am and then have breakfast with my family. After breakfast I go shopping with my dad or I help my mum to vacuum or I tidy my bedroom for half an hour. I don’t like that at all because it’s boring!

Saturday afternoon I really like to go out with my friends because it’s fun. We play in the park or go to the shops. Sometimes I also like to go to the movies on the weekend, but it’s expensive.

Sundays I don’t do a lot. I get up about 11 and have breakfast. In the afternoon I watch a film with the family on the TV. I go to bed fairly early because I am tired.

And you, what’s your typical week like? What time do you wake up during the week? And the weekend?

Do you go out often with your friends? Do you like sport?

Bye for now and see you soon!

# Appendix B – unit infographic for students

To support student engagement in the unit, the student-facing infographic gives students a visual guide of the unit’s learning pathway. It is available on the [Support for Italian – Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/support-for-italian-s5) webpage. You can also access an [editable version](https://www.canva.com/design/DAGNKXGkSas/vcPB9N_WqOgvWZRC5q-r1g/view?utm_content=DAGNKXGkSas&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.



# About this resource

* The target audience for this resource is teachers of Italian Stage 5.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Italian Stage 5’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 22 August 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, 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 Italian-speaking countries 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 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 NSW 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 298 KB): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice

# Support and alignment

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

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

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

**Consulted with**: Curriculum and Reform, Inclusive Education, Aboriginal Education and Communities and subject matter experts.

**Alignment to system priorities and/or needs**: [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) 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].

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

**Author**: Languages and Culture

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

**Resource**: Italian Stage 5 unit

**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).

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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.

NESA (NSW Education Standards Authority) (2022) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed July 2024.

NESA (2022) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, accessed July 2024.

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1. Teacher to provide text, depending on context. [↑](#footnote-ref-2)