SAMPLE COURSE OUTLINE

ITALIAN: SECOND LANGUAGE
ATAR YEAR 12
## Sample course outline
### Italian: Second Language – ATAR Year 12

**Semester 1 – Unit 3 – Grazie Italia (Thank you Italy)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning context and topic</th>
<th>Key teaching points</th>
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<tbody>
<tr>
<td>1–6</td>
<td><strong>The individual:</strong> &lt;br&gt; <em>Cose italiane</em> (All things Italian)  &lt;br&gt; Place of things Italian:  &lt;br&gt; • in my life  &lt;br&gt; • in my community  &lt;br&gt; <strong>Task 1: Written communication (Week 4)</strong>  &lt;br&gt; <strong>Task 2: Oral communication (Week 6)</strong></td>
<td><strong>Text types and textual conventions</strong>  &lt;br&gt; Advertisement, blog posting, conversation, interview, journal entry, summary  &lt;br&gt; <strong>Linguistic resources</strong>  &lt;br&gt; • Vocabulary, phrases and expressions associated with <em>Cose italiane</em>  &lt;br&gt; • Grammar  &lt;br&gt; ▪ adjectives – comparative and relative superlatives – irregular forms  &lt;br&gt; ▪ adverbs – adverbial phrases  &lt;br&gt; ▪ conjunctions – including <em>però</em>, <em>infatti</em>, <em>quindi</em>, <em>magari</em>, <em>cioè</em>  &lt;br&gt; • Sound and writing systems – development and consolidation of the sound and writing systems of Italian  &lt;br&gt; <strong>Intercultural understandings</strong>  &lt;br&gt; Reflect on own language and culture in relation to the Italian language and culture:  &lt;br&gt; • presence of Italian products/items in society  &lt;br&gt; e.g. music, art, fashion, food, sport  &lt;br&gt; • personal use of Italian items  &lt;br&gt; • Italian events in the community.  &lt;br&gt; <strong>Language learning and communication strategies</strong>  &lt;br&gt; • structure an argument and express ideas and opinions  &lt;br&gt; • manipulate known elements in a new context to create meaning in written forms</td>
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<td>7–10</td>
<td><strong>The changing world:</strong> &lt;br&gt; <em>Il Made in Italy nel mondo</em> (Il Made in Italy around the world)  &lt;br&gt; • global brand ‘Il Made in Italy’  &lt;br&gt; • contribution of Italians  &lt;br&gt; <strong>Task 3: Response: Viewing and reading (Week 8)</strong></td>
<td><strong>Text types and textual conventions</strong>  &lt;br&gt; Article, film or TV program (excerpts), image, review  &lt;br&gt; <strong>Linguistic resources</strong>  &lt;br&gt; • Vocabulary, phrases and expressions associated with <em>Il Made in Italy nel mondo</em>  &lt;br&gt; • Grammar  &lt;br&gt; ▪ adverbs – comparative and relative superlatives – irregular forms  &lt;br&gt; ▪ pronouns – relative – including word order  &lt;br&gt; ▪ verbs – conditional mood – regular and common irregular verbs  &lt;br&gt; • Sound and writing systems – consolidation  &lt;br&gt; <strong>Intercultural understandings</strong>  &lt;br&gt; Reflect on own language and culture in relation to the Italian language and culture:  &lt;br&gt; • understanding the ‘Il Made in Italy’ brand  &lt;br&gt; • contribution of Italians:  &lt;br&gt; ▪ in Australia  &lt;br&gt; ▪ in the world.</td>
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| 11–15 | The Italian-speaking communities: *La vita italiana* (Italian lifestyle)  
Consider the following in the everyday life of Italians:  
- lifestyle  
- interests  
- activities  
Task 4: Response: Listening (Week 14) | **Language learning and communication strategies**  
- structure an argument and express ideas and opinions  
- use oral clues to predict and help with interpreting meaning  
- ask for clarification and repetition to assist understanding  
- make connections with first language  
**Text types and textual conventions**  
Account, cartoon, chart, diary entry, summary, table  
**Linguistic resources**  
- Vocabulary, phrases and expressions associated with *La vita italiana*  
- Grammar  
  ▪ verbs – subjunctive mood – present/perfect with formulaic expressions  
- Sound and writing systems – consolidation  
**Intercultural understandings**  
Reflect on own language and culture in relation to the Italian language and culture:  
- lifestyles in Australia and Italy  
- diverse interests of young people  
- activities/pastimes of Italians.  
**Language learning and communication strategies**  
- identify key words and main points in texts  
- make notes and summarise  
- think critically and analytically  
- structure an argument and express ideas and opinions  |
| 16 | Task 5: Semester 1 Practical (oral) examination  
Task 6: Semester 1 Written examination |
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<td>The individual: Riflettiamo sulla vita e pensiamo al futuro (Reflecting on my life and planning my future) Students reflect on: • final year of school • plans for future • further education • employment • travel</td>
<td><strong>Text types and textual conventions</strong> Blog posting, email, journal entry  <strong>Linguistic resources</strong>  • Vocabulary, phrases and expressions associated with Riflettiamo sulla vita e pensiamo al futuro  • Grammar  ▪ pronouns – combination pronouns  ▪ verbs – future perfect tense  • Sound and writing systems – consolidation of the sound and writing systems of Italian  <strong>Intercultural understandings</strong> Reflect on own language and culture in relation to the Italian language and culture: • final year of schooling; WACE vs maturità • diverse plans after school (further education, employment, GAP year, travel) • employment possibilities.  <strong>Language learning and communication strategies</strong>  • making links between English and Italian texts  • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information  • identifying key words and main points in texts  • experimenting with formulaic language to create new meaning  • thinking critically and analytically</td>
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<td>7–10</td>
<td>The Italian-speaking communities: I problemi dei giovani oggi (Youth issues) Students explore issues faced by young Italians: • health • body image • peer pressure • unemployment • drugs</td>
<td><strong>Text types and textual conventions</strong> Article, chart, conversation, review  <strong>Linguistic resources</strong>  • Vocabulary, phrases and expressions associated with I problemi dei giovani oggi  • Grammar  ▪ verbs – conditional mood – ‘if’ clause + imperfect subjunctive  • Sound and writing systems – consolidation  <strong>Intercultural understandings</strong> Reflect on own language and culture in relation to the Italian language and culture: • common youth issues in Australia and Italy  <strong>Language learning and communication strategies</strong>  • locating key words, transcribing unfamiliar vocabulary  • scanning and identifying key information  • structuring information and expressing ideas  • manipulating language</td>
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<td>11–15</td>
<td>The changing world: <em>I problemi ambientali</em> (Environmental issues) Students consider: • climate change • pollution</td>
<td><strong>Text types and textual conventions</strong> Advertisement, blog posting, letter  <strong>Linguistic resources</strong> • Vocabulary, phrases and expressions associated with <em>I problemi ambientali</em> • Grammar – consolidation • Sound and writing systems – consolidation  <strong>Intercultural understandings</strong> Reflect on own language and culture in relation to the Italian language and culture: • environmental issues and young people youth.  <strong>Language learning and communication strategies</strong> • avoiding repetition when writing • rote learning vocabulary and set phrases • scan texts and select appropriate information • identifying key words, transcribing unfamiliar vocabulary • using a bilingual dictionary – using online dictionaries; limitations of bilingual dictionaries</td>
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<td>16</td>
<td>Task 13: Semester 2 Practical (oral) examination Task 14: Semester 2 Written examination</td>
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