COURSE OUTLINE
ITALIAN: SECOND LANGUAGE – GENERAL YEAR 11: 2021
UNIT 1 AND UNIT 2

The focus for Unit 1 is **Questo Mio Mondo (Here and Now).** Students examine themselves and their lives at home, school and in a social context. They explore the daily life for young Italians, learning about their daily routines, school and recreational activities. Students consider the role of technologies in the daily lives of people around the world.

The Individual	The Italian–speaking Communities	The Changing World
Students explore aspects of their personal world, aspirations, values, opinions, ideas and relationships with others. They also study topics from the perspectives of other people.	Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.	Students explore information and communication technologies and the effects of change and current issues in the global community.
Presentiamoci! (***Let's introduce ourselves!***)	**La vita quotidiana dei giovani in Italia** (***Daily life of young people in Italy***)	**La tecnologia nella vita quotidiana** (***Technology in daily life***)
Students reflect on themselves and their lives at home, school and in a social context including sport, pastimes, shopping, going out and celebrations.	Students explore the way of life for young people in an Italian-speaking community including daily routine, school and popular activities.	Students consider the role of technologies in the daily lives of people around the world including at home, at school and for socialising.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1	**Topic** Introduction to the topic *Presentiamoci!* Introducing oneself Sharing personal information **Grammar** Greetings Introducing oneself	**Linguistic resources** • Vocabulary and expressions relating to *Presentiamoci!* • Grammar ▪ *essere* & *avere*, present tense, nouns, adjectives, verb *piacere*, *fare* and *avere* expressions, reflexive verbs, simple prepositions (*a*, *di*, *in*), definite & indefinite articles, possessive adjectives • Sound and writing system ▪ Introduction to: vowels and consonants, including: rolled 'r'; 'c' or 'g' followed by 'i' or 'e'; 'ch' and 'gh' followed by 'i' or 'e'; gli/gle; vowel elision; stress and accent marks **Text types and textual conventions**	
	2	**Topic:** Describing oneself in detail – appearance, personality, nationality, likes and dislikes **Grammar** *Essere* and *avere* – present tense Adjectives – position and agreement *Piacere* – nouns and verbs		

1	3	**Topic** Describing oneself in detail – past times and passions, social life, sport, shopping, going out, celebrations **Grammar** Subject pronouns Verbs – present tense (including -*isc*), regular and common irregular Nouns – forming plurals	Letter, map, conversation, description, advertisement, announcement, email, chart **Intercultural Understandings** Reflect on own language and culture in relation to the Italian culture and language: • protocols for introducing self and others • familiar and polite forms of address • influence of other languages on Italian and the influence of Italian on English **Language learning and communication strategies** • identifying gender of nouns • recognising patterns in words • making connections with English recognising cognates	*Task 1: Response: Viewing & Reading* *Task 2: Response: Listening*
	4	**Topic** At home and school – daily routines and activities **Grammar** Verb consolidation *Fare* and *avere* expressions Reflexive verbs and pronouns Simple prepositions – *in, a, di*		
	5	**Topic** At home – family relationships **Grammar** Definite and indefinite articles Possessive adjectives Family member revision Verb consolidation		*Task 3: Written Communication*

	6	**Topic**
		Introduction to the topic *La vita quotidiana dei giovani in Italia*
		School and daily routines of young Italians
		Friendships and school relationships in Italy
		
		Grammar
		Reflexive verb consolidation – 3rd person
		Time
			Linguistic resources
			• Vocabulary and expressions relating to *La vita quotidiana dei giovani in Italia*
			• Grammar
			  ▪ time & dates
			  ▪ word order with *non*
			• Sound and writing system: consolidation	

1	7	**Topic** Popular activities in Italy **Grammar** Time consolidation	**Text types and textual conventions** Email, conversation, role play, table, article, chart, blog posting **Intercultural Understandings** Reflect on own language and culture in relation to the Italian culture and language: • school hours and types of schools in Italy • daily routine/activities (at home, school, social life) • dynamics of interpersonal relationships **Language learning and communication strategies** • identifying key words • recognising common 'false friends' • asking for clarification • manipulating and personalising formulaic language	
	8	**Topic** Going out in Italy **Grammar** Word order with *non* Using dates		*Task 4: Response: Listening*
	9	**Topic** Celebrations observed by young Italians Language in practice - speaking **Grammar** Revision		*Task 5: Oral Communication*

2	1	**Topic**
		Introduction to the topic *La tecnologia nella vita quotidiana*
		Uses of technology at school
		Uses of technology at home and for socialising
		
		Grammar
		Revision of *essere* and *avere*
		Passato Prossimo – use & structure
			Linguistic resources
			• Vocabulary and expressions relating to *La tecnologia nella vita quotidiana*
			• Grammar
			    ▪ *passato prossimo*
			    ▪ *passato prossimo* with reflexive verbs
			• Sound and writing system: consolidation
			
			Text types and textual conventions
			Interview, TV excerpts, message, note, image, conversation, description, article
			
			Intercultural Understandings	

	2	**Topic** Impact of technology on daily life (students create and run survey in Italy and Australia) **Grammar** Passato Prossimo – consolidation		*Task 6: Response: Viewing & Reading*

2	3	**Topic** Role of technology around the world **Grammar** Passato prossimo - consolidation	Reflect on own language and culture in relation to the Italian culture and language: • technology in daily lives • how technology is used for communicating and socialising **Language learning and communication strategies** • identifying parts of a sentence e.g. noun, verb • listening for key words, transcribing unfamiliar vocabulary phonetically, summarising information • identifying key words and main points in texts • recognising parts of verb conjugations	
	4	**Topic** Language in practice - writing (students write report based on survey answers) **Grammar** Passato Prossimo with reflexive verbs (*divertirsi, rilassarsi*)		*Task 7: Written Communication*
	5	**Topic** Speaking practice **Grammar** Revision		*Task 8: Oral Communication*
	6	Project - Create video about a day in their life (ordinary day or special day) **Grammar** Revision		

The focus for Unit 2 is **Cose da fare, luoghi da visitare!** *(Things to do, places to go!).* Students reflect on their local neighbourhood and where they go on the weekend and for holidays. They explore how young Italian speakers balance school, work and leisure time. Students consider how young people use technology for entertainment purposes.

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	an understanding of how culture and identity are expressed through language.		
	Il mio quartiere **(My neighbourhood)** Students reflect on their local neighbourhood, weekend and holiday places.	*Lavoro e divertimento in Italia* **(Work and leisure time in Italy)** Students explore how young Italian speakers balance school, work and leisure time.	*La tecnologia e il tempo libero* **(Technology and leisure time**) Students consider the use of technology as entertainment for young people around the world.

Term	Week	Topic and key teaching points	Syllabus content	Assessment

2	7	**Topic**
		Introduction to the topic *Il mio quartiere*
		My local neighbourhood
		Typical places to meet and socialise with friends
		
		Grammar
		Prepositions of place
		Adjective revision – to describe places
		Use of *molto*
		Absolute superlative *-issimo*
			Linguistic resources
			• Vocabulary and expressions relating to *Il mio quartiere*
			• Grammar:
			  ▪ prepositions of place, adjectives (revision), use of *molto*, absolute superlative (*-issimo*), comparative, *passato prossimo*, conjunctions (*e*, *ma*), preposition *con*
			• Sound and writing system:
			  ▪ vowels and consonants, including: double consonants; 's', 'ss', 'z', 'zz'; 'gn'; 'sc','sch' and 'gh' followed by 'i' or 'e' syllabification and stress	

	8	**Topic** Weekend **Grammar** Conjunctions – *e, ma* Preposition *con* *Passato prossimo* – revision	**Text types and textual conventions** Message, map, conversation, description, advertisement, journal entry, email **Intercultural Understandings** • the Italian neighbourhood • places in the neighbourhood to catch up with friends • Australia and Italy urban and rural living **Language learning and communication strategies**	*Task 1: Response: Viewing & Reading*
	9	**Topic** Comparison of neighbourhoods, places to catch up with friends Comparison of urban and rural living **Grammar** Comparatives		

	10	**Topic** Project - create virtual tour about neighbourhood (cf. *Google Tour Creator* or *Story Map* or *Thing Link*) **Grammar** Revision	• rote learning vocabulary and learning set phrases • identifying parts of a sentence (noun, verb, adjective, pronoun) • listening for key words/locating key words • transcribing unfamiliar vocabulary phonetically	
	11	**Topic** Present project to class Students create treasure hunt in Italian using directions		*Task 2: Response: Listening*
3	1	**Topic** Introduction to the topic *Lavoro e divertimento in Italia* Common holiday destinations in Italy and in Australia **Grammar** Modal verbs – *volere, dovere, potere*	**Linguistic resources** • Vocabulary and expressions relating to *Lavoro e divertimento in Italia* • Grammar ▪ modal verbs (*volere, dovere, potere*), *piacere* (revision), articulated prepositions (place), negatives (*non...mai, non…più*), adverbs of quantity (*molto, poco, troppo*), adverbs of time (*spesso, qualche volta, ieri, prima, dopo*) • Sound and writing system: consolidation of vowels and consonants and syllabification and stress	
	2	**Topic** Common leisure activities for young Italians **Grammar** *Piacere* consolidation – 3rd person *A* + person + *piace…*		*Task 3: Oral Communication*
	3	**Topic** How young Italians balance school, work and leisure time **Grammar** Articulated prepositions – place Negatives: *non...mai, non…più*	**Text types and textual conventions** Conversation, role play, review, table, article, chart, blog posting **Intercultural Understandings** • attitudes to school, part-time jobs • trends in leisure activities for young people • issues in the lives of young people related to school, work and/or leisure	
	4	**Topic** How young Italians balance school, work and leisure time **Grammar** Adverbs of quantity – *molto, poco, troppo*	**Language learning and communication strategies** • summarising information	*Task 4: Written Communication*

3	5	The Italian community's attitude towards young people and work during school years **Grammar** Adverbs of time – *spesso, qualche volta, ieri, prima, dopo*	• identifying key words and main points in texts • experimenting with formulaic language to create new meaning asking for clarification	***Task 5: Response: Viewing & Reading***
	6	**Topic** Introduction to the topic *La tecnologia e il tempo libero* Technology that young people use **Grammar** Interrogatives: *chi, che cosa, dove, quando, perché*	**Linguistic resources** • Vocabulary and expressions relating to *La tecnologia e il tempo libero* • Grammar ▪ interrogatives (*chi, che cosa, dove, quando, perché*); present tense (revision), comparatives, negative phrases • Sound and writing system: consolidation **Text types and textual conventions** Article, interview, TV excerpts, message, note, image, conversation, description **Intercultural Understandings** • language related to technology • popular technology for young people • positive and negative aspects of technology **Language learning and communication strategies** • using a bilingual dictionary – differentiate between nouns and verbs, cross-checking meaning. • using a bilingual dictionary, including using online dictionaries, and being aware of their limitations • structuring information and expressing ideas avoiding repetition when writing	
	7	**Topic** How Italians use technology **Grammar** Revision of verbs (present tense) – regular		
	8	How technology is used for entertainment **Grammar** Revision of verbs (present tense) – Irregular verbs *stare, dare, dire, venire*		***Task 6: Written Communication***
	9	**Topic** Positive aspects of using technology for entertainment **Grammar** Comparatives – consolidation		
	10	**Topic** Negative aspects of using technology for entertainment **Grammar** Forming negative phrases - consolidation		***Task 7: Response: Listening***
4	1	Review of grammar concepts based on student needs Review of speaking strategies		
	2	Review of grammar concepts based on student needs		

		Review of speaking strategies		
	3	Review of grammar concepts based on student needs		
	4	Review of grammar concepts based on student needs		*Task 8: Oral Communication*
	5	Review of grammar concepts based on student needs		