



## COURSE OUTLINE

### ITALIAN: SECOND LANGUAGE ATAR YEAR 12: 2022

### UNIT 3 AND UNIT 4



This course will run the two units as a year-long course. The student Semester 1 grade will therefore be an estimate.

The focus for Unit 3 is *Grazie Italia (Thank you Italy)*. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

<b>The Individual</b> 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.	<b>The Italian-speaking Communities</b> 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.	<b>The Changing World</b> Students explore information and communication technologies and the effects of change and current issues in the global community.
<b>Cose italiane (All things Italian)</b> Students reflect on the place of things Italian in their lives and in their community.	<b>La vita italiana (Italian lifestyle)</b> Students explore the lifestyle, interests and activities in the everyday life of Italians.	<b>Il Made in Italy nel mondo (Made in Italy around the world)</b> Students consider <i>Il Made in Italy</i> as a global brand and explore the contribution of Italians.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
1	1	<b>Topic</b> Introduction to the course Introduction to the topic <i>Cose Italiane</i> Reflection of Italian things in your life La Musica & Il Cinema Il Cibo / i prodotti gastronomici italiani Lo sport  <b>Grammar</b> Revision of verb tenses: presente, passato prossimo, imperfetto, futuro	<b>Linguistic resources</b> <ul style="list-style-type: none"> <li>Vocabulary and expressions relating to <i>Cose Italiane</i></li> <li>Grammar: verb tenses (presente, passato prossimo, imperfetto, futuro); demonstratives (<i>questo / quello</i>); adjectives (comparative and relative superlatives); conjunctions</li> </ul> <b>Text types and textual conventions</b> article; blog posting; journal entry  <b>Intercultural Understandings</b> <ul style="list-style-type: none"> <li>appreciation of Italian 'things' within our community</li> <li>personal use / interest in Italian products</li> <li>Italian events in our community</li> </ul>	
	2	<b>Topic</b> La Moda – gli stilisti, gli accessori, i negozi L'Arte  <b>Grammar</b>		



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		Revision of demonstratives ( <i>questo / quello</i> ) Adjectives – comparative & relative superlatives	<b>Language learning and communication strategies</b> <ul style="list-style-type: none"> <li>• recognition of cognates</li> <li>• effective use of bilingual dictionary</li> <li>• inferring meaning</li> <li>• non-literal translations</li> </ul>	<b>Task 1 – Response: Viewing and Reading</b> 5.25% of combined mark 7.5% of written mark
	3	<b>Topic</b> Italian events and influences in our Australian community (e.g. Fremantle, festivals, markets)  <b>Grammar</b> Conjunctions – però, infatti, quindi, magari, cioè Relative pronouns – focus on word order		
	4	<b>Topic</b> Introduction to the topic <i>Il Made in Italy nel mondo</i> <i>Made in Italy</i> as a global brand  <b>Grammar</b> Present conditional – review regular & common irregulars	<b>Linguistic resources</b> <ul style="list-style-type: none"> <li>• Vocabulary and expressions relating to <i>Il Made in Italy nel Mondo</i></li> <li>• Grammar: subjunctive mood (present and past); adverbs (comparative &amp; relative superlatives, irregular forms)</li> </ul>	
1	5	<b>Topic</b> What does <i>Made in Italy</i> represent? Products that Italy exports to the world, well-known Italian brands & products. Emerging markets for <i>Made in Italy</i> Which countries are importing Italian products?  <b>Grammar</b> Past conditional		<b>Text types and textual conventions</b> advertisement, announcement, article, chart, table  <b>Intercultural Understandings</b> <ul style="list-style-type: none"> <li>• Connotations associated with <i>Made in Italy</i> brand</li> <li>• Well-known Italian brands and products</li> <li>• Economic significance of <i>Made in Italy</i></li> <li>• Contributions of Italians world-wide and in Australia</li> </ul>
	6	<b>Topic</b> Challenges & opportunities for the brand <i>Made in Italy</i> , Italian sounding, la concorrenza con paesi emergenti  <b>Grammar</b> Consolidation of grammar topics	<b>Language learning and communication strategies</b> speaking – use of appropriate fillers & think time consolidation of writing skills & reading skills	



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		Review of tenses		
	7	<b>Topic</b> Contributions of Italians in Australia and the world  <b>Grammar</b> Introduction to subjunctive		<b>Task 2 – Written Communication</b> 7% of combined mark 10% of written mark
	8	<b>Topic</b> Introduction to the topic <i>La Vita Italiana</i>  <b>Grammar</b> Subjunctive mood – present forms	<b>Linguistic resources</b> <ul style="list-style-type: none"> <li>Vocabulary and expressions relating to <i>La Vita Italiana</i></li> <li>Grammar: relative pronouns; conditional (present and past)</li> </ul> <b>Text types and textual conventions</b> diary entry; conversation; film / TV excerpts	
1	9	<b>Topic</b> La vita quotidiana dei giovani – scuola, una giornata tipica, aperitivo (sushi/all you can eat/apericena) Passatempi e interessi dei giovani italiani 'Fare bella figura'  <b>Grammar</b> Subjunctive mood – present when to use it	<b>Intercultural Understandings</b> <ul style="list-style-type: none"> <li>lifestyle of young people – school, meeting in piazza, prendere un gelato, interests, focus on study not part-time work, typical passatempi</li> <li>family life – importance of meals, family discussions, le passeggiate, le vacanze, feste</li> <li>lifestyle of elderly Italians – centro anziani, incontrarsi in piazza, le carte</li> </ul>	
	10	<b>Topic</b> La vita quotidiana in famiglia – le attività, le vacanze, le feste La vita quotidiana degli anziani – interessi, passatempi, attività, piazza  <b>Grammar</b> Subjunctive mood – present	<b>Language learning and communication strategies</b> <ul style="list-style-type: none"> <li>use of conjunctions and sentence starters in written responses</li> <li>listening for key ideas</li> </ul> seeking clarification and repair strategies	<b>Task 3 – Response: Listening</b> 5.25% of combined mark 7.5% of written mark



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		consolidation Introduction to subjunctive – past		
2	1	<b>Topic</b> Review and consolidation of topics  <b>Grammar</b> Subjunctive mood – past forms & uses		
	2	<b>Topic</b>  <b>Grammar</b> Adverbs – comparative & relative superlatives, irregular forms		<b>Task 4 – Oral Communication</b> 7.5% of combined mark 25% of practical mark
	3	<b>Topic</b> Exam techniques and consolidation  <b>Grammar</b> Consolidation of grammar topics		<b>Task 5</b> (Practical examination – Week 5) 7.5% of combined mark, 25% of practical mark
2	4-5	<b>Examination Weeks</b> Written Examination – 17.5 % of combined mark, 25% of written mark ( <b>Task 6</b> )		



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The focus for Unit 4 is *ieri, oggi e domani (Yesterday, today and tomorrow)*. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Italian and gain a broader and deeper understanding of the language and culture.

<b>The Individual</b>	<b>The Italian-speaking Communities</b>	<b>The Changing World</b>
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.
<b>Riflettiamo sulla vita e pensiamo al futuro (Reflecting on my life and planning my future)</b>	<b>I problemi dei giovani oggi (Youth issues)</b>	<b>I problemi ambientali (Environmental issues)</b>
Students reflect on their final year at school and their plans for the future: further education, employment and travel.	Students explore employment, smoking and alcohol as issues for Italian youth.	Students consider current global environmental issues in relation to climate change, that are relevant to them.

Term	Week	Topic and key teaching points	Syllabus content	Assessment
2	6	<b>Topic</b> Feedback on Semester 1 Exam Introduction to the topic <i>Problemi ambientali</i>  <b>Grammar</b> Review – subjunctive (present/past); conditional	<b>Linguistic resources</b> <ul style="list-style-type: none"> <li>Vocabulary and expressions relating to <i>Problemi ambientali</i></li> <li>Grammar: imperfect subjunctive; conditional tense &amp; hypothetical sentences; relative pronouns</li> </ul> <b>Text types and textual conventions</b> article; chart; table; report  <b>Intercultural Understandings</b> <ul style="list-style-type: none"> <li>Global environmental issues</li> <li>Causes of climate change</li> <li>Consequences of climate change</li> </ul>	
	7	<b>Topic</b> Environmental issues – global environmental issues in relation to climate change What is climate change? Causes & consequences  <b>Grammar</b> Il congiuntivo imperfetto if clauses – imperfect subjunctive + conditional mood		



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	8	<p><b>Topic</b> What can we do to help? Possible solutions</p> <p><b>Grammar</b> Il congiuntivo imperfetto if clauses – imperfect subjunctive + conditional mood</p>	<ul style="list-style-type: none"> <li>Possible solutions</li> </ul> <p><b>Language learning and communication strategies</b></p> <ul style="list-style-type: none"> <li>speaking – use of appropriate fillers &amp; think time</li> <li>consolidation of writing skills &amp; reading skills</li> </ul>	
	9	<p><b>Topic</b> What is happening globally? What are governments doing? What should governments do in the future?</p> <p><b>Grammar</b> Review - direct object pronouns &amp; indirect object pronouns</p>		
	10	<p><b>Topic</b> Consolidation of environmental issues Introduction to Youth issues</p> <p><b>Grammar</b> Combination pronouns</p>		<p><b>Task 7 – Response: Listening</b> 5.25% of combined mark 7.5% of written mark</p>
3	1	<p><b>Topic</b> Overview of Youth issues: employment, smoking and alcohol as issues for Italian youth</p> <p><b>Grammar</b> Consolidation of grammar topics</p>	<p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>Vocabulary and expressions relating to <i>I problemi dei giovani oggi</i></li> <li>Grammar: direct and indirect object pronouns; combination pronouns; relative superlatives (revision); modal verbs (revision)</li> </ul> <p><b>Text types and textual conventions</b> advertisement; brochure; table / graph</p> <p><b>Intercultural Understandings</b></p>	
	2	<p><b>Topic</b> Youth issues – employment</p> <p><b>Grammar</b> Review of relative superlative</p>		

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3	3	<p><b>Topic</b> Youth issues – smoking Identifying the issues, causes &amp; positive strategies to combat the issues</p> <p><b>Grammar</b> Review of relative pronouns</p>	<ul style="list-style-type: none"> <li>• issues facing youth in Italy – employment, smoking and alcohol</li> <li>• similarities/differences between Italian and Australian youth</li> <li>• causes, consequences, possible solutions</li> </ul> <p><b>Language learning and communication strategies</b></p>	
	4	<p><b>Topic</b> Youth issues – alcohol</p> <p><b>Grammar</b> Future perfect tense – il futuro anteriore</p>	<ul style="list-style-type: none"> <li>• use of conjunctions &amp; sentence starters in written responses</li> <li>• listening for key ideas</li> <li>• seeking clarification &amp; repair strategies</li> </ul>	<p><b>Task 8 – Response: Viewing &amp; Reading</b> 5.25% of combined mark 7.5% of written mark</p>
	5	<p><b>Topic</b> Introduction to the topic <i>Riflettiamo sulla vita e pensiamo al futuro</i> Riflettiamo sulla vita – l’ultimo anno di scuola</p> <p><b>Grammar</b> Future perfect tense – consolidation</p>	<p><b>Linguistic resources</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and expressions relating to <i>Riflettiamo sulla vita e pensiamo al futuro</i></li> <li>• Grammar: future perfect tense; verb tenses (revision)</li> </ul> <p><b>Text types and textual conventions</b> diary entry; account; blog posting</p>	
	6	<p><b>Topic</b> Riflettiamo sulla vita – i progetti per il futuro: lo studio e il lavoro</p> <p><b>Grammar</b> Review grammar as needed</p>	<p><b>Intercultural Understandings</b></p> <ul style="list-style-type: none"> <li>• School systems in Australia &amp; Italy</li> <li>• Decisions to be made regarding the future</li> <li>• Reasons for future aspirations &amp; plans</li> </ul>	<p><b>Task 9 – Written Communication</b> 7% of combined mark 10% of written mark</p>
	7	<p><b>Topic</b> Riflettiamo sulla vita – i progetti per il futuro: il viaggio e i sogni Consolidation of <i>Riflettiamo sulla vita e pensiamo al futuro</i> Introduction to the topic <i>I problemi dei giovani oggi</i></p>	<p><b>Language learning and communication strategies</b> inferring meaning, non-literal translations</p>	<p><b>Task 10 – Oral Communication</b> 7.5% of combined mark 25% of practical mark</p>



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		<b>Grammar</b> Review grammar as needed		
3	8	<b>Topic</b> Consolidation of Unit 4 topics (Riflettiamo sulla vita; I problemi dei giovani; I problemi ambientali) Exam practice  <b>Grammar</b> Review grammar as needed		<b>Task 11</b> (Practical examination – Week 8) 7.5% of combined mark, 25% of practical mark
	9-10	<b>Examination Weeks</b> Written Exam – 17.5 % of combined mark, 25% of written mark ( <b>Task 12</b> )		
Term	Week	Topic and key teaching points	Syllabus content	Assessment
4	1	<b>Topic</b> Exam feedback Revision of Unit 3&4  <b>Grammar</b> Review grammar as needed		
	2	<b>Topic</b> Exam feedback Revision of Unit 3&4  <b>Grammar</b> Review grammar as needed		