



# Italian

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority  
2004

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Latoya BARTON  
*The sunset* (detail)  
from a series of twenty-four  
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK  
*Visage* (detail)  
201.0 x 170.0 cm  
synthetic polymer paint, on cotton duck



Liana RASCHILLA  
*Teapot* from the *Crazy Alice* set  
19.0 x 22.0 x 22.0 cm  
earthenware, clear glaze, lustres



Nigel BROWN  
*Untitled physics* (detail)  
90.0 x 440.0 x 70.0 cm  
composition board, steel, loudspeakers,  
CD player, amplifier, glass



Kate WOOLLEY  
*Sarah* (detail)  
76.0 x 101.5 cm, oil on canvas



Chris ELLIS  
*Tranquility* (detail)  
35.0 x 22.5 cm  
gelatin silver photograph



Christian HART  
*Within without* (detail)  
digital film, 6 minutes



Kristian LUCAS  
*Me, myself, I and you* (detail)  
56.0 x 102.0 cm  
oil on canvas



Merryn ALLEN  
*Japanese illusions* (detail)  
centre back: 74.0 cm, waist (flat): 42.0 cm  
polyester cotton



Ping (Irene) VINCENT  
*Boxes* (detail)  
colour photograph



James ATKINS  
*Light cascades* (detail)  
three works, 32.0 x 32.0 x 5.0 cm each  
glass, fluorescent light, metal



Tim JOINER  
*14 seconds* (detail)  
digital film, 1.30 minutes



Lucy McNAMARA  
*Precariously* (detail)  
156.0 x 61.0 x 61.0 cm  
painted wood, oil paint, egg shells, glue, stainless steel wire

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Italian

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1–4: 2005–2014

The accreditation period commences on 1 January 2005.

### **Other sources of information**

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.

# Introduction

## THE LANGUAGE

The language to be studied and assessed is the modern standard version of Italian. Students are expected to know that dialects exist, but they are not required to study them.

## RATIONALE

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Italian develops students' ability to understand and use a language which is one of the official languages of the European Union and the second most widely spoken language in Australia. It also provides students with a direct means of access to the rich and varied culture of the many communities around the world for whom Italian is a major means of communication.

A knowledge of Italian in conjunction with other skills can provide employment opportunities in areas such as tourism, social services, banking, commerce, and translating and interpreting.

## AIMS

This study is designed to enable students to:

- use Italian to communicate with others;
- understand and appreciate the cultural contexts in which Italian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Italian and English, and/or other languages;
- apply Italian to work, further study, training or leisure.

## STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

## ENTRY

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Italian is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

## DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

## CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

## MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Italian to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

## SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

**KEY COMPETENCIES AND EMPLOYABILITY SKILLS**

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

**LEGISLATIVE COMPLIANCE**

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

**VOCATIONAL EDUCATION AND TRAINING OPTION**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Assessment and reporting

## **SATISFACTORY COMPLETION**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## **AUTHENTICATION**

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## **LEVELS OF ACHIEVEMENT**

### **Units 1 and 2**

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

### Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Italian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Italian are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations\*: oral component } 12.5 per cent  
written component } 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

\*A single grade is awarded.

## Units 1–4: Common areas of study

The areas of study for Italian comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

- The individual
- The Italian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Italian-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Personal world</b> <i>For example, who am I, my past, my memories, adolescence, relationships with family and friends.</i></li> <li>• <b>Health and leisure</b> <i>For example, pastimes, part-time work, sport, healthy lifestyles, physical and mental well-being.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school, my ambitions, vocational pathways.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical perspectives</b> <i>For example, past historical eras, the Risorgimento, twentieth-century Italy, history of migration to Australia post-WWII, contribution of Italians in Australia, the European Union.</i></li> <li>• <b>Lifestyle in Italy and abroad</b> <i>For example, Italian passions (coffee, soccer, love, music and pasta), youth/the elderly, customs and traditions, Carnevale, comparison between leisure pursuits in Italy and Australia, comparison between education in Italy and Australia.</i></li> <li>• <b>Arts and entertainment</b> <i>For example, film, opera and contemporary music, architecture and art, literature, media, dance.</i></li> <li>• <b>Social and contemporary issues</b> <i>For example, unemployment, immigration to Italy, changes in the roles of men and women, youth, racism, the environment.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The world of work</b> <i>For example, balancing work and leisure, changes in the roles of men and women in the workforce, types of work/jobs, jobs of the future, career pathways.</i></li> <li>• <b>Technology</b> <i>For example, the 'Global Village', social effects of technology, the Internet, multimedia, mobile phones.</i></li> <li>• <b>Trade and commerce</b> <i>For example, importance of the Italian language in the Australian work environment, contribution of Italians in Australia, trade and the global economy.</i></li> <li>• <b>Tourism and hospitality</b> <i>For example, environmental issues, the European Union, travelling in Italy, Italian tourism in Australia.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

Advertisement	Informal letter*	Presentation
Announcement*	Instruction	Public notice*
Article* (newspaper, magazine)	Interview	Recipe
Biographical extract	Invitation*	Report*
Brochure	Itinerary*	Résumé*
Chart/Table/Graph	Journal entry*	Review*
Commentary	List	Script* (speech, report, sketch)
Conversation*	Map	Song
Discussion*	Menu	Story*
Documentary	News item*	Summary*
Editorial	Note/Message/Memo*	Survey
Email	Novel	Timetable
Film	Personal profile*	Weather forecast
Form	Play	Web page
Formal letter*	Poem	
Horoscope	Postcard*	

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31, and published annually in the *VCE and VCAL Administrative Handbook*.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

- Nouns**
- regular forms, gender and number
  - common irregular forms (singular and plural)
  - compound nouns, e.g. *l'altoparlante, il portafoglio*
  - invariable forms in the plural, e.g. *la città, le città, il film, i film*
  - †use of suffixes and prefixes, e.g. †*sorellina, inutile*
- Articles**
- definite, indefinite articles, use of all forms and their omissions
  - omission or inclusion of definite articles with titles
  - inclusion of definite articles before nouns used in a general or abstract sense, e.g. *la vita*
  - partitive articles (some, any), e.g. *di* + definite article
- Adjectives**
- regular formation
  - agreement with nouns
  - position of adjectives
  - common irregular adjectives
  - adjectives that commonly precede nouns, e.g. *primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo*
  - demonstrative adjectives, e.g. *questo, quello*
  - possessive adjectives – form and uses, including their use before terms indicating family relationships
  - indefinite adjectives, e.g. *ogni, qualche, qualsiasi/qualunque, ciascuno, nessuno, altro, molto, alcuno*
  - interrogative adjectives, e.g. *che? quale? quanto?*
  - comparative and superlative forms, regular and irregular
  - irregular comparison, e.g. *-issimo*

- Adverbs**
- formation of adverbs
  - position of adverbs
  - classes of adverbs (manner, place, time, quantity)
  - adverbial phrases, e.g. *all'improvviso, poco fa, nel frattempo, d'ora in poi, in ritardo, fra poco, qui vicino*
  - comparative and superlative forms, regular, and irregular types, e.g. *meglio, peggio, bene, benissimo*
  - use of such adverbs as '*molto*', '*poco*', '*troppo*'
- Pronouns**
- personal pronouns – subject, direct object, indirect object
  - use and position of personal pronouns
  - personal pronouns and apostrophe, e.g. *l'ho visto*
  - personal pronouns and past participle, e.g. *l'ho compratoli ho comprati*
  - combined pronouns, e.g. *te lo spedisco*
  - relative pronouns (including word order), e.g. *che, cui, chi, il quale, la quale, i quali, le quali*
  - interrogative pronouns, e.g. *chi? che (cosa)? quale? quanto?*
  - demonstrative pronouns, e.g. *questo, questi, quello, ciò*
  - indefinite pronouns, e.g. *uno, qualcuno, ciascuno, nessuno*
  - possessive pronouns
  - reflexive pronouns
  - disjunctive pronouns
- Common uses of *si, ci, vi, ne***
- *si* reflexive pronouns  
impersonal pronouns  
passive pronouns
  - *ci* and *vi* personal pronouns  
demonstrative pronouns  
adverbs of place
  - *ne* pronouns  
adverb
- Verbs**
- conjugation of verbs
  - regular forms
  - frequently occurring irregular forms
  - reflexive verbs
  - moods: indicative – present  
present perfect  
imperfect  
pluperfect  
future  
future perfect  
†past historic  
†past anterior
  - conditional – present  
perfect
  - subjunctive – present  
†perfect  
imperfect, 'if' clause  
†pluperfect

imperative (including its use in formal and informal address and with pronouns)

gerundio – present

past

‘stare’ with gerund

infinitive structure ‘prima di’ with infinitive

†infinitive used as a noun, e.g. †*il leggere*

†‘lasciare’ construction, e.g. †*lascia stare, lasciami stare*

- auxiliaries – ‘essere’ and ‘avere’
  - †special uses of ‘venire’ and ‘andare’
- participles
- passive voice
- impersonal verbs and expressions, e.g. *bisogna che, basta che*
- modal verbs (*dovere, potere, volere*)
- *piacere* in the present, present perfect, imperfect and future tenses of the indicative, and in the present conditional
- idiomatic use of ‘avere’ and ‘fare’, e.g. *avere fame, fare colazione*
- †causative construction, e.g. †*ho fatto riparare la macchina*

#### Prepositions

- simple and articulated forms
- common prepositional phrases, e.g. *parto per Milano, parto da Milano*
- special usage of *a, di, da*

#### Numerals

- cardinal, ordinal, decimal, dates
- fractions, e.g. *un quarto, metà*
- time
- common measurements, e.g. *è alta un metro e ottanta*
- collective numbers, e.g. *paio, coppia, decina, dozzina, centinaio, migliaio*
- mathematical signs, e.g. *più, meno, diviso, per*

#### Conjunctions

- common conjunctions, e.g. *e, ed, anche, ma, però, infatti, né...né*
- fillers, e.g. *quindi, magari, cioè*

#### Negation

- use of ‘non’
- double negative

#### False Friends

- words that are similar to English but actually have different meanings, e.g. *parenti, sensibile, fattoria*

#### Sentence and Phrase Types

- word order in statements, questions, and with relative pronouns
- position of object pronouns

#### Agreements

- articles, nouns, adjectives, verbs, subjects, pronouns, articulated prepositions

Note: items marked † are for recognition only.

# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of informal conversation/correspondence;
- use a range of question and answer forms;
- link, sequence and demonstrate cohesion in text;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- use exclamations and fillers to maintain continuity;
- recognise and respond to cues for turn taking;
- communicate in a range of text types; for example, letter, fax, email, voicemail, telephone conversation and Internet chat, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and gesture;
- respond appropriately for the context, purpose and audience described.

**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and how these can be used to infer meaning;
- apply knowledge of the conventions of text types;
- identify main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and dictionaries.

**Outcome 3**

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to explaining, describing, comparing and commenting on events or experiences;
- use simple stylistic features, such as repetition and contrast;
- summarise, explain, compare and contrast experiences, opinions, ideas;
- infer ideas and feelings;
- link ideas, events and characters;
- select and make use of relevant reference materials;
- identify main ideas, events, sequences of action;
- provide personal comment/perspective on aspects of texts;
- respond appropriately for the context, purpose and audience described.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/fax/email.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian or English

*and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Italian or English.

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student responds in Italian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Italian, and the other a response in English. Over the course of the unit, both oral and written skills in Italian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topics studied;
- recognise and apply conventions of text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- link and sequence ideas and demonstrate cohesion in text;
- initiate, maintain, direct and close an exchange, as appropriate;
- use examples and reasons to support arguments, and to convince;
- use appropriate non-verbal forms of communication, such as eye contact, gesture, stance, facial expression to enhance meaning and persuade;
- respond appropriately for the context, purpose and audience described.

**Outcome 2**

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary, structures and content related to topics studied;
- recognise and apply conventions of text types;
- infer meaning from linguistic and contextual features;
- order, classify, compare and predict information and ideas;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- respond appropriately for the context, audience and purpose described.

**Outcome 3**

On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types, for example, journal entry or story;
- use structures related to describing, recounting, narrating and reflecting upon past, present and future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use simple stylistic techniques such as repetition, questions and exclamations;
- respond appropriately for the context, purpose and audience described.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story.

It is expected that the texts used are in Italian and that the student responds in Italian to all assessment tasks selected. Over the course of the unit, both oral and written skills in Italian should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

## Units 3 and 4

### **DETAILED STUDY**

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Italian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 29). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### **Language and culture through texts**

The detailed study should enable the student to explore and compare aspects of the language and culture of the Italian-speaking community through a range of oral and written texts in Italian related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of

the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.

# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- create a personal or imaginative text focusing on an event or experience in the past or present or future;
- use a range of relevant text types;
- show knowledge of first- and third-person narrative perspectives;
- vary style and register for audience, context and purpose;
- organise and sequence ideas;
- use simple stylistic techniques such as repetition, questions and exclamations;
- select and use reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of, and use, registers and stylistic features such as repetition and tone.

**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate forms of address for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- use appropriate intonation, stress and gesture;
- self-correct/rephrase to maintain communication.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

**School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Italian to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Express ideas through the production of original texts.	20	A 250-word personal or imaginative written piece.
<b>Outcome 2</b> Analyse and use information from spoken texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 3</b> Exchange information, opinions and experiences.	20	A three- to four-minute role-play, focusing on the resolution of an issue.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

# Unit 4

## **AREAS OF STUDY**

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## **OUTCOMES**

For this unit the student is required to demonstrate achievement of two outcomes.

### **Outcome 1**

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers, common patterns of word formation.

## Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Italian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### **Assessment of levels of achievement**

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

### **School-assessed coursework**

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Italian to all assessment tasks.

Outcomes	Marks allocated*	Assessment tasks
<b>Outcome 1</b> Analyse and use information from written texts.	10	A response to specific questions, messages or instructions, extracting and using information requested.
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.	20	A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.
	20	<b>and</b> A three- to four-minute interview on an issue related to the texts studied.
<b>Total marks</b>	<b>50</b>	

\*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

### ***End-of-year examinations***

The end-of-year examinations are:

- an oral examination
- a written examination.

#### **Oral examination (approximately 15 minutes)**

##### *Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Italian.

##### *Specifications*

The oral examination has two sections.

#### **Section 1: Conversation (approximately 7 minutes)**

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example, school and home life, family and friends, interests and aspirations.

#### **Section 2: Discussion (approximately 8 minutes)**

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Italian-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

**Written examination (2 hours plus 15 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Italian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example, tone, register, knowledge of language structures.

*Specifications*

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears three to five texts in Italian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 4½–5 minutes. The length of the individual texts will not be specified but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a sound to alert students just before the commencement of the second reading. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to three texts.

Questions will be phrased in English for responses in English.

**Part B**

There will be one or two texts.

Questions will be phrased in Italian and English for responses in Italian.

**Section 2: Reading and responding***Purpose*

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Italian to information provided in a text.

*Specifications*

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 350–450 words and there will be two to three texts in total over Parts A and B.

**Part A**

The student will be required to read one or two texts in Italian. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read one or two texts in Italian. Questions on the text(s) will be phrased in English and Italian for response(s) in Italian.

**Section 3: Writing in Italian***Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Italian.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–300 words in Italian. The tasks will be phrased in English and Italian for a response in Italian.

## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a spoken or written exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a spoken or written exchange related to making arrangements and completing transactions.	Formal letter, or fax, or email. or Role-play. or Interview.
2 Listen to, read and obtain information from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian or English. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Italian or English.	2 Listen to, read, and extract and use information and ideas from spoken <b>and</b> written texts.	(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. <b>and</b> (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Article.	3 Give expression to real or imaginary experience in spoken or written form.	Journal entry. or Personal account. or Short story.

## Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken <b>and</b> written texts which reflect aspects of the language and culture of Italian-speaking communities.	(a) A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review. <b>and</b> (b) A three- to four-minute interview on an issue related to the texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

## Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding	
		Part A: Response in English	7.5
		Part B: Response in Italian	7.5
250–300 word informative, persuasive or evaluative written piece.	10	Reading and responding	
		Part A: Response in English	10
		Part B: Response in Italian	5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## **DEVELOPING A COURSE**

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## **Methods**

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

## **Structure and organisation**

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.

## USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Italian, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

### Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word processing skills in the language.

### Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.

### Presentation applications

Students can use information and communications technology to:


- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

### KEY COMPETENCIES AND EMPLOYABILITY SKILLS





Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
<b>Personal or imaginative written piece</b>	Communication (written), planning and organising, self management
<b>Analysis and response to spoken texts</b>	Communication, problem solving
<b>Role play to resolve an issue</b>	Communication (oral), teamwork, problem solving, initiative and enterprise
<b>Informative, evaluative or persuasive written response</b>	Communication, problem solving, planning and organising, use of information and communications technology
<b>Interview</b>	Communication, teamwork, planning and organising, use of information and communications technology
<b>Detailed study</b>	Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology, initiative and enterprise

### LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon .

## Unit 1

Theme	Examples of learning activities
The individual	<i>Listening</i>
<b>Topic</b>	listen to a pre-recorded job interview and complete exercises
Education and aspirations	listen to two guest speakers describing their different professions and write a report highlighting advantages and disadvantages of both professions
<b>Sub-topic</b>	
Vocational Pathways	<i>Speaking</i>
<b>Grammar</b>	practice establishing, maintaining and closing a conversation using the formal mode of address
Present	
Future	
Conditional	 search the web (including Italian sites) for job advertisements; in pairs discuss the qualifications necessary as well as the advantages and disadvantages of three different career paths; collate the class responses on a table
Modal Verbs	
Comparatives and superlatives	
Impersonal <i>si</i>	
<b>Text types</b>	role-play a job interview between a counsellor and a student trying to decide on an appropriate course of study
Article / conversation / discussion / oral presentation / advertisement / survey / personality test / formal letter / reference / résumé / role-play / interview / web page	discuss reliability of results of 'personality tests' to determine suitable careers and express personal preferences with regard to the future
	<i>Reading</i>
	 read article(s) online about career options and discuss
	complete 'personality tests' to determine suitable careers
	read and identify key expressions used in job advertisements
	read an article about how to write a résumé and critically look at a sample résumé
	 read some sample job applications online and analyse style, content and language
	<i>Writing</i>
	 choose a real job advertisement from an Italian newspaper published in Australia or an Italian website; write your CV and the accompanying letter as though you were applying for the advertised position
	complete grammar exercises

### Example assessment task

**Outcome 1:** Establish and maintain a spoken or written exchange related to personal areas of experience.

**Assessment task:** Informal conversation.

**Details of task:** Participate in a conversation with a careers counsellor and discuss suitability for your proposed career.

## Unit 1

### Theme

The Italian-speaking communities

### Topic

Arts and entertainment

### Sub-topic

Media – Radio

### Grammar

Interrogatives  
Present perfect  
Imperfect  
Future  
Present  
Adjectives  
Conjunctions  
Agreements

### Text types

Report / conversation /  
announcements / interview /  
weather forecast /  
news bulletin / review

### Examples of learning activities

#### Listening


listen to a range of radio program segments; analyse introductions, interviewing techniques, advertisements, news bulletins, weather reports, etc. in terms of language use

listen to a radio program (excerpts of interviews, advertisements) and complete listening comprehension tasks

#### Speaking

in class discuss text types and kinds of writing, referring to the study design; find samples and make a chart to show the five different kinds of writing

in groups prepare a radio segment including an interview

 tape record a radio program and present it to the class, analysing journalistic techniques

#### Reading

visit an Italian radio station in order to obtain first hand knowledge of how Italian is used in the media

read a review of a radio presenter's life and summarise key points

#### Writing

imagine you have visited an Italian radio station and spoken to the hosts; write a report on your experience

write a short personal message to a sibling, asking that a program be tape-recorded for you, if possible

write to an ethnic radio station requesting that your class radio program be broadcast

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Italian.

**Details of task:** Listen to excerpts of a radio program and complete listening comprehension questions.

## Unit 1

### Theme

The Italian-speaking communities

### Topic

Arts and entertainment

### Sub-topic

Italian song

### Grammar

Relevant to songs chosen

### Text types

Songs / biography / web page / program / article / lyrics / advertisement / personal profile


### Examples of learning activities

#### Listening

listen to a contemporary song; complete a cloze passage based on the lyrics


analyse the lyrics of a song; highlight expressions and grammatical concepts relevant to the song

#### Speaking

 use the Internet to research, in pairs, an Italian singer/songwriter and choose one of his/her songs; create a PowerPoint presentation or a cloze activity and prepare a short biography; each pair conducts a mini-lesson

#### Reading

read a biography of a singer/songwriter and complete comprehension activities

 research on the web the background of the SanRemo song festival and a program from the previous year; complete a table demonstrating comprehension of the history of the festival, winners and categories, etc.

#### Writing

rewrite the lyrics to a favourite tune or create an original song in Italian

read the lyrics of an Italian song, a review of the song and an excerpt from a profile of the singer/songwriter; in Italian write an advertisement for an Italian teenage magazine promoting the artist, CD and the artist's forthcoming tour of Australia

### Example assessment task

**Outcome 2:** Listen to, read and obtain information from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in English.

**Details of the task:** Read a personal profile of an Italian singer and use the information to complete a short advertisement for his/her upcoming concert tour.

## Unit 1

### Theme

The changing world

### Topic

Trade and commerce

### Sub-topic

The impact of Italian business and trade

### Grammar

Question Formation

Polite Form

Conditional

Present perfect

Imperfect

### Text types

List / websites / table / discussion / articles / extracts / interview / phone call / formal letter

### Examples of learning activities

#### Listening


listen to an interview with a prominent Italian business person (native speaker); complete comprehension exercises

#### Speaking

interview a person who deals with Italian companies in their work, asking for information about their job, e.g. automotive, food, fashion industries


brainstorm Italian products used in everyday life

list Italian companies trading in Australia

 summarise findings on Italian companies trading in Australia in a PowerPoint presentation; discuss these findings

practise making a phone call requesting an appointment for an interview with a prominent Italian business person in our community; make contact, organise a time and conduct the interview

#### Reading

 using the Internet, research Italian companies trading in Australia, and statistical information about import-export trade between Italy and Australia; summarise

read a selection of articles and extracts on Italian business in Italy and Australia

#### Writing

practise formal/informal letter writing conventions

write an article to be published in an Italian publication in which you give your views on the significant trade between Italy and Australia

following an interview, write a formal letter of thanks to the business person and enclose a copy of the article written

### Example assessment task

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

**Assessment task:** Article.

**Details of task:** Watch a video on the influence of Italian culture in Australia. Write an article for your school magazine, expressing your opinion about some Italian products now used in everyday life in Australia, and how they have changed the Australian way of life.

## Unit 2

### Theme

The Italian-speaking communities

### Topic

Social and contemporary issues

### Sub-topic

Migration

### Grammar

Present Perfect

Imperfect

Conditional

Verbs followed by infinitives

Adverbs

Adjectives

Proper Nouns


Question forms

### Text types

Map / list / discussion / article / video / formal letter / photograph / graph / role-play / interview

### Examples of learning activities

#### Listening

 view a video on 'I clandestini' or research online and discuss why Italy is attractive to migrants, the current law in Italy and proposals for change; complete listening activities

view a video on attitudes to immigration in Italy, and perception of the impact on Italian cities; complete listening activities

#### Speaking


brainstorm reasons for emigrating from various countries and discuss the term 'clandestini'

name countries and nationalities in Italian and highlight countries from which immigrants travel to Italy

participate in a role-play with a person of a different cultural background in which you organise a meal; be aware and sensitive to each other's cultural requirements

interview a migrant and discuss his/her reasons for migration, and the advantages and disadvantages of leaving one's country to settle in another

#### Reading

 online, read articles about reasons for emigrating and complete reading comprehension activities

read a range of articles, analyse graphs and view photographs on the positive and negative perceptions and impact of immigrants in Italy; take notes and discuss

#### Writing

write a formal letter to the editor of a newspaper explaining that you are disturbed by the intolerance and racism displayed towards immigrants

in pairs, draw up a concept map of things considered to be typically Italian and compare with those of other members of the class

### Example assessment task

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.

**Assessment task:** Role-play.

**Details of the task:** Participate in a role-play in which you arrange to go with another student to the Immigration Museum.

## Unit 2

### Theme

The Italian-speaking communities

### Topic

Lifestyle in Italy and abroad

### Sub-topic

Italian passions – food

### Grammar

Impersonal *si*

Past historic

Present perfect

Imperfect

Partitive

Present subjunctive


### Text types


Article / advertisement / interview / telephone call / documentary / web page / role-play / recipe

### Examples of learning activities

#### Listening


view a documentary on the history of Italian cuisine, listen for information, respond to specific questions and discuss in class

 listen to a radio cooking program, answer specific questions and use this information to create an advertisement for a particular dish; post this advertisement on the radio station's web page

 listen to a radio broadcast on healthy eating, make notes and use this information to write an article to email to a magazine

#### Speaking

brainstorm some typical Italian dishes, research recipes and identify common Italian ingredients; highlight regional differences and hypothesise about the reasons for these differences

 online, research in pairs the origins of certain basic Italian ingredients and their uses in Italian dishes

role-play a 'talk-back' program on radio where listeners ring in and seek/offer advice/information/recipes from the resident Italian chef

#### Reading

read about the eating habits of an Italian family and compare them with your own in an informative article for the school magazine

read a recipe, note the layout and use of imperatives, then write out one of your own

#### Writing

write an article for publication in a magazine on the Italian passion for good food

complete grammar exercises

### Example assessment task

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(a):** Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

**Details of the task:** Listen to a radio talkback program about the history of Italian cuisine and reorganise the information into a short article to be included in the next edition of an Italo-Australian magazine.

## Unit 2

### Theme

The changing world

### Topic

The world of work

### Sub-topic

Balancing work and health

### Grammar

Imperative mood

Disjunctive pronouns

Direct and indirect pronouns

Pronoun combinations

*Piacere*

### Text types

Article / conversation / debate /  
discussion / film / instruction /  
poster / profile / program /  
review / statistics / summary /  
web page

### Examples of learning activities

#### Listening

listen to a conversation between two people discussing their stress levels at work and write notes on why you think one person suffers personal stress, e.g. due to hyperactivity, meticulousness

listen to the interaction between a manager and an employee in a film/video and note the register, formulaic expressions and body language, and imitate

listen to a class member teaching a sequence of aerobic movements or yoga positions and note the use of the imperative mood

listen to two sedentary friends planning their 'get fit' programs and jot down the future tenses or adverbs

#### Speaking


in class classify a set of texts by the kind of writing used; refer to the section in the study design on kinds of writing and look carefully into personal and imaginative writing styles


discuss the value of a balanced lifestyle; write a short summary of how you balance study and leisure


as a class draw up an annotated scale of fitness regimens from 'slothful' to 'obsessive', with each person positioning themselves along the continuum and explaining their personal routine

debate: Working to live or living to work? OR Job satisfaction versus a big income

#### Reading

 search the Internet for articles on stress avoidance and how to balance work, study and leisure effectively

 online, read texts about the changing patterns of work in Australia and compare with the patterns in Italy

 search the Internet for current census statistics on employment rates in Australia against those since 1945; plot these on a table and explain your findings to the class

#### Writing

write an article in which you express your opinion about balancing study and leisure in the senior years at school

write an imaginative story starting with the words, 'The day started badly for the new employee...'

**Example assessment task**

**Outcome 2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

**Assessment task 2(b):** Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Details of task:** Read two letters written to a magazine advice column about stress for students at school; reorganise the information to write a summary to highlight the key issues, to be published in the school newsletter.

**Unit 2****Theme**

The Italian-speaking communities

**Topic**

Historical perspectives

**Sub-topic**

*Rinascimento*

**Grammar**

Connectives

Revision of regular/irregular verbs

Revision of tenses

Use of modal verbs

Subjunctive

Conditional if type sentences

**Text types**

Article / conversation / discussion / documentary / journal entry / note / poster / story / summary / video / web page

**Examples of learning activities***Listening*


listen to a broadcast about the contributions in the fields of art, architecture, music, engineering, science, anatomy made between 1300–1600 in Italy

listen to a speech about the father of the Italian language, Dante Alighieri (1265–1321)

view some pictures of mediaeval Europe; compare with a documentary on the art (e.g. painting, sculpture, architecture) of the Renaissance masters, e.g. Michelangelo, Leonardo, Raphael; complete a chart to store information

*Speaking*


in class discuss the meaning of the term *Rinascimento* and why it came to be applied in Italy; as a group make a poster to illustrate your findings


 online read about the building of a famous monument during this period and prepare a PowerPoint class presentation for a junior class

discuss the subjunctive and its use: impersonal, conditional if type sentences

read aloud a short story; in pairs discuss the format of the text type 'story' referring to 'kinds of writing' in the study design; as a class summarise your findings on the board


*Reading*

 search the Internet for articles on significant discoveries made in the Renaissance in the areas of science, anatomy, commerce; in pairs summarise the findings on a chart

 search the Internet for information on Leonardo's inventions, e.g. war machines, prototypes of flying machines, and make notes

read about the impact of changed thinking with reference to medicine at the universities of Bologna and Padua

read about the scientist Galileo Galilei (1564–1642) and discuss

 complete the online self-correcting quiz about the Renaissance on [www.users.globalnet.co.uk/~aliandy/ren.htm](http://www.users.globalnet.co.uk/~aliandy/ren.htm)

#### *Writing*

watch a silent video about Amerigo Vespucci (1454–1512); take turns to write the voice-over for this quasi-documentary about this navigator

write a journal entry about a visit to the Renaissance section of a museum and your reaction to the daily life of the ordinary person, e.g. clothes, food, furniture or other possessions

imagine you are a sailor under Marco Polo or Amerigo Vespucci; write an imaginative story about an experience at sea or on landing overseas

#### **Example assessment task**

**Outcome 3:** Give expression to real or imaginary experience in spoken or written form.

**Assessment task:** Short story.

**Details of task:** Write an imaginative short story in which you are an assistant helping a significant person during the *Rinascimento*, e.g. Michelangelo – mixing paints, Leonardo – building an invention, Machiavelli – reporting on rumours and hearsay.

## Unit 3

### Theme

The changing world

### Topic

Technology

### Sub-topic

Social effects of technology

### Grammar

Present Perfect

Present Subjunctive

Imperfect Subjunctive

Conjunctions

If clauses

### Text types

Article / report / survey /  
itinerary / email / editorial /  
summary / discussion /  
advertisement


### Examples of learning activities

#### Listening

listen to a radio broadcast on technological changes and list examples

listen to an interview with an older person who describes the technology used in their childhood


#### Speaking

 brainstorm various types of technology that are used in everyday life and in the workplace and consult a free online dictionary to find associated vocabulary


summarise findings of the social effects of technology and discuss in class

discuss and make lists of phrases/vocabulary associated with the positive and negative effects of technology in our society


#### Reading

 search the Internet for different advertisements for a wide range of equipment and develop vocabulary lists associated with technology

read articles on the advantages and disadvantages of technological advancement, including health issues such as obesity and anti-social behaviour

 read online texts on the problems of spam, spyware, worms, and viruses, and discuss

#### Writing

 develop a survey of the types of technological innovations used by students today and their benefits, then write an email message and send the survey to a sister school in Italy

write a short editorial discussing changes in the workplace, society and lifestyle as a result of one particular technological change

write an evaluative report in which you discuss strategies for minimising the disadvantages and maximising the advantages associated with technological change

complete grammar exercises

write a letter to a pen-pal discussing changes in lifestyle due to new technology

**Example assessment task**

**Outcome 1:** Express ideas through the production of original texts.

**Assessment task:** A 250-word personal or imaginative written piece.

**Details of the task:** Write a letter to a pen-pal telling him/her how the quality of your life has changed as a result of advances in technology.

**Unit 3****Theme**

The individual

**Topic**

Personal world

**Sub-topic**

Memories of adolescence

**Grammar**

Focus on distinguishing between use of *passato prossimo* and *imperfetto*

Conjunctions

Pronoun combinations

Comparatives and

superlatives

**Text types**

Account / song / story /

profile / interview /

conversation

**Examples of learning activities***Listening*


listen to a song about a teenager's impressions of life and world events and complete a cloze passage; analyse grammar and vocabulary

listen to extracts of an interview with a famous Italian; complete comprehension tasks

listen to a conversation between two people reflecting on their teenage years; use the information provided by one of the speakers to retell his/her story

having heard two people reflecting on their teenage years, use the information provided by one of the speakers to retell his/her story

*Speaking*

 interview an adult Italian speaker about his/her teenage years; record the interview and prepare listening comprehension questions; write a summary of his/her experiences

present excerpts of the interview to the class, and complete comprehension questions

*Reading*

read a collection of stories and profiles highlighting childhood and teenage memories; answer comprehension questions and analyse the features of the text types presented

*Writing*

write a personal account or imaginative story for a writing competition and highlight childhood/teenage memories

having heard extracts of an interview with a famous Italian, complete an informative report for a newspaper

**Example assessment task**

**Outcome 2:** Analyse and use information from spoken texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using the information requested.

**Details of the task:** Listen to an Italian speaker discussing their life experiences and use the information to write an article on the key events in the speaker's life.

**Unit 3****Theme**

The Italian-speaking communities

**Topic**

Social and contemporary issues

**Sub-topic**

The environment

**Grammar**

Subjunctive  
Future  
Conditional  
Se clauses

**Text types**

Song / photograph / visual / discussion / article / list / advertisement / video clip / broadcast / script / debate / role-play / web page

**Examples of learning activities***Listening*

listen to a song about the environment and complete a cloze exercise



view news video clips and listen to broadcasts about environmental issues and complete listening comprehension activities

*Speaking*

brainstorm types of pollution and environmental issues at global and local levels; develop vocabulary lists

study photographs/visuals of different types of environmental problems; discuss, prioritise and develop a personal response to the visuals in pairs

participate in an informal debate in which speakers present their views and respond to questions or comments on a range of environmental issues both on a global and personal level

participate in a role-play to convince a member of the family that it is important to conserve water; come to an agreement on changes to be implemented

*Reading*

read a series of articles on various environmental issues and make notes



research Italian websites of environmental associations and their initiatives

analyse the language of conflict resolution and negotiation

*Writing*

write an advertisement to support 'National Environment Day' persuading the public to become involved

**Example assessment task**

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task:** Participate in a role-play with a friend whose attitude to environmental issues is of concern to you. Convince your friend of the need for change.

**Unit 4****Theme**

The changing world

**Topic**

Tourism and hospitality

**Sub-topic**

Tourism and hospitality in Southern Italy

**Grammar**

Impersonal *si*  
Conditional  
Future


**Text types**

Article / summary / photo / picture / menu / brochure / advertisement

**Examples of learning activities***Listening*

listen to a taped dialogue between two tourists who have visited regions in Italy, e.g. Puglia or Veneto, and summarise their views

*Reading*

 search the Internet for tourist information about a region, e.g. Puglia, and make notes


in Italian texts read about the various attractions of a region; write a summary of the information


research the history of a region such as Puglia and of famous people associated with the region; complete comprehension activities

read two excerpts from travel brochures about two different holiday destinations in Puglia; choose one and explain your choice to the class

*Writing*

look at various photos/pictures of aspects of a tourist destination; choose one which captivates the imagination and write a postcard to a friend imagining you are there

 search the Internet for texts about the cuisine of the Puglia region; for a dinner party prepare a menu of traditional Pugliesi dishes, including a brief explanation of each dish

 choose a city or town in a region, e.g. Tuscany, Sardinia, and write a brief summary of its various aspects and attractions to be used in the production of a class brochure (in Word or presented in PowerPoint), highlighting the range of holiday possibilities

**Example assessment task**

**Outcome 1:** Analyse and use information from written texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using information requested.

**Details of the task:** Read excerpts from travel brochures about two different holiday destinations. Based on these texts, write a 200–250 word article for the travel section of an Italian newspaper comparing and contrasting the features of each destination.

**Unit 4****Theme**

The Italian-speaking communities

**Topic**

Historical perspectives

**Sub-topic**

Contribution of the early Italians to Victoria in the mid-1800s

**Grammar**

Past historic tense

If clauses

Present subjunctive

**Text types**

Article / song / report / excerpt / advertisement / notice / oral presentation / interview / photograph / script of a speech / discussion / letter / profile

**Examples of learning activities***Listening*

listen to a song about migration, analyse the meaning, imagine the experience of migration and discuss


watch a video on one family's experience of migration and take notes on their opinions


*Speaking*

imagine what life must have been like for early Italian migrants and discuss the community they developed

visit an area in Victoria (e.g. Daylesford, Shepparton, Mildura) to gain an insight into the evidence of the existence of Italian pioneers, and participate in an interview discussing the importance of the region for the Italian community – then and now

*Reading*

 online and in libraries, read excerpts from Italian historical texts on 'Il Risorgimento' and the social, political and economic climate in Italy in the early and mid-1800s; discuss reasons for migration (including the Gold Rush)

 online, research propaganda used by Italian shipping companies to encourage migration in the 1800s

read nineteenth century letters describing a migrant's journey with all of its adversities; discuss

research letters describing conditions for Italian migrants to Melbourne and the Daylesford region in the 1800s, and make notes

study profiles and photographs of pioneering Italians and Swiss Italians, their contributions, achievements and the challenges they faced

study advertisements and notices from the 1800s as evidence of the multicultural nature of the Daylesford region and discuss

*Writing*

research online and summarise key features of the report of the first Italian Consul-General in Australia; analyse statistical information relayed back to Italy about the Italians in Victoria during his administration

write the script of a speech encouraging Northern Italians to migrate to Australia in the 1800s

**Example assessment tasks**

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities.

**Assessment task 2(a):** A 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review.

**Details of the task:** Write a persuasive speech of 250–300 words to convince citizens of northern Italy and Ticino of the opportunities available in the Victorian goldfields and encouraging them to migrate, making reference to the texts studied.

**Assessment task 2(b):** A three- to four-minute interview on an issue related to the texts studied.

**Details of the task:** Possible focus areas for the interview task. Use information from the texts studied:

What conditions existed in Northern Italy/Ticino that encouraged people to migrate?

Why migrate to Australia?

What was Victoria like for a migrant in the mid-1800s?

Why do you think Italians settled in particular regions?

What contributions to society were made by the first Italians in Australia?

What evidence exists today of these Italian pioneers?

### Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

#### Theme: The individual

##### Topic: Personal world

- Sub-topic Status of the elderly among Italian-speaking communities.
- Sub-topic Changing roles of men and women within the Italian family in the last hundred years.
- Sub-topic Italian families, then and now.

##### Topic: Health and leisure

- Sub-topic The impact of Eastern philosophies and traditions on Italians.
- Sub-topic Modern-day approaches to a healthy lifestyle in Italy.
- Sub-topic The challenge of finding a balance between work and leisure.

##### Topic: Education and aspirations

- Sub-topic Comparison of opportunities available to young Italian speakers in Italy and Australia.
- Sub-topic A comparison of the education system in Italy and Australia.

#### Theme: The Italian-speaking communities

##### Topic: Historical perspectives

- Sub-topic The contribution of the *Rinascimento* to world history.
- Sub-topic Garibaldi's role in the Unification of Italy.
- Sub-topic Life under the fascist government in Italy.
- Sub-topic Post World War II Italy as portrayed through film.
- Sub-topic The history of a famous Italian manufacturing company (e.g. Fiat, Olivetti).
- Sub-topic Life, times and work of a significant figure in the artistic heritage of Italy (e.g. Michelangelo, Puccini).

##### Topic: Lifestyle in Italy and abroad

- Sub-topic Italian soccer: the challenge to succeed.
- Sub-topic The Italian contribution to the world motor industry.
- Sub-topic The global impact of Italian cuisine.
- Sub-topic The Italian origins of the Melbourne 'café society'.

##### Topic: Arts and entertainment

- Sub-topic Love, Italian style, as depicted through art/music.
- Sub-topic The Italian influence on the arts and entertainment in Melbourne.
- Sub-topic Famous contemporary Italian musicians.
- Sub-topic Life, times and contribution of a famous Italian entertainer/artist (e.g. Sofia Loren, Federico Fellini, Robert Benigni).

##### Topic: Social and contemporary issues

- Sub-topic Environmental concerns for Italy in the twenty-first century.
- Sub-topic Political and social influences on family structures in the twentieth century.
- Sub-topic Italian immigration and emigration in the twentieth century.

**Theme: The changing world**

## Topic: The world of work

- Sub-topic Changing trends in the Italian workplace.
- Sub-topic Italian-speaking people's involvement in volunteer work.
- Sub-topic Changing roles of Italian men and women in the workforce.
- Sub-topic The changing nature of employment opportunities for young Italians.

## Topic: Technology

- Sub-topic The impact of technology on Italian society.
- Sub-topic The negative impact of technology on the lifestyle of young Italians.
- Sub-topic The influence of technology on communication in the Global Village.

## Topic: Trade and commerce

- Sub-topic The globalisation of Italian companies.
- Sub-topic The import/export industry between Italy and Australia.
- Sub-topic The importance of the Italian language in business.
- Sub-topic The influence of an Italian business person in industry in Italy/Australia (e.g. Grollo, Agnelli, Valmorbidia, Versace).

## Topic: Tourism and hospitality

- Sub-topic Italy's reliance on the tourist industry.
- Sub-topic Hospitality, Italian style.
- Sub-topic Tourism and hospitality in Italy.
- Sub-topic Changing trends of Italian holiday-makers.
- Sub-topic The rise of 'agriturismo' in Italy.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.

## MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

### Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

### Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

### Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

#### Coursebooks

- Bali et al. 2002, *Espresso 2*, Alma edizioni.  
 Bali et al. 2002, *Espresso 3*, Alma edizioni.  
 Borgarelli Bacoccoli, Anna 1996, *Tra dire e fare, Corso di lingua italiana livello medio avanzato* II edizione Guerra Edizioni.  
 Buckby, M et al. 2002, *Ciao – Quarto libro*, Nelson, Language Teaching Centre, York, UK.  
*Capire l'Italia e l'italiano*, 2002, Guerra Edizioni.  
 Chiappini et al. 2002, *Un Giorno in Italia*, Bonacci.  
 Chiuchiù et al. 1990, *In Italiano*, Guerra Edizioni.  
 Ciavarella & Caiazza 1999, *Volare 3 & 4*, Longman.  
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