



VC Italian Years 7-10

EP Curriculum Map

Years 7-8 Achievement Standard

Content Descriptor	How EP Languages Supports This
By the end of Year 8, students engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds. They use known phrases to exchange ideas and opinions.	<p>Getting Started with Italian</p> <ul style="list-style-type: none">• Unit 1: Greetings and Introductions• Unit 5: School• Unit 7: Family• Unit 8: Animals <p>Beginner Italian</p> <ul style="list-style-type: none">• Unit 1: Greetings and Introductions• Unit 3: Countries and Nationalities• Unit 4: Describing People• Unit 5: Family and Pets• Unit 7: Meals and Liking/Disliking Food• Unit 8: School Subjects• Unit 9: Leisure Activities• Unit 10: My House <p>All EP Languages units contain a speaking and a writing section, where students are required to complete either a written response, or record a spoken answer. In these responses, students are required to exchange information, ideas, opinions related to their personal, social and school worlds.</p>
They use language to interact and to respond to classroom instructions, questions and directions.	<p>In Getting Started Unit 5 and Beginner Unit 2, useful classroom language and expressions are introduced to students so they can respond to familiar questions and request help and clarification.</p> <p>Each EP Languages units contains a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Italian relating to a topic and record their answers. Students are also required to record conversations with a partner. with a friend where they respond to each other's contributions.</p> <p>The reading and listening comprehension passages also contain incidental occurrences of these conversational techniques.</p>

	<p>In our vocabulary lists we also have lists which help with remembering formulaic conversational expressions.</p>
<p>They approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants.</p>	<p>There is an Italian pronunciation at the start of the Beginner Italian course.</p> <p>In each unit there is also a comprehensive speaking lesson which contains exercises to practise pronouncing both words and sentences. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Italian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on the pronunciation of sentences.</p> <p>In our EP Italian units, each section has an extensive listening comprehension section where each listening comprehension passage is recorded by a native speaker so students are exposed to native pronunciation. The listening and dictation modes included with vocabulary lists also allow students to listen to the pronunciation.</p>
<p>Students use well-rehearsed language related to their personal experiences (for example, stating preferences in sports, leisure activities and entertainment), in both spoken and written forms, and predominantly in the present tense.</p>	<ul style="list-style-type: none"> ● Getting Started with Italian <ul style="list-style-type: none"> ○ Unit 4: Numbers and Age ○ Unit 7: Family ○ Unit 8: Pets ● Beginner Italian <ul style="list-style-type: none"> ○ Unit 4: Describing people ○ Unit 5: Family and Pets ○ Unit 6: Talking about Meals/Liking Disliking Food ○ Unit 7: Descriptions ○ Unit 8: Liking and Disliking School Subjects ○ Unit 9: Leisure Activities ○ Unit 10: My House <p>In each EP Languages unit, students are exposed to and required to practise both spoken and written forms of the language related to the topic.</p>
<p>They demonstrate understanding of information from a range of factual and creative texts, using gesture and some formulaic expressions to support oral interaction.</p>	<p>In all the EP Italian units, students are exposed to a variety of written and spoken texts in which they have to locate information in order to answer comprehension questions. As the levels progress, the complexity of the</p>

	<p>texts and questions increase.</p> <p>Students are required to use the language modelled in the listening and reading texts to support their writing and speaking skills.</p> <p>Teachers and students can also use the search function in the content library to find relevant content in a variety of forms, including smart lessons, vocabulary lists, fun multi-choice questions with images, and exams. Both teachers and students can also create their own content.</p>
<p>They produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs.</p>	<p>Beginner Italian</p> <ul style="list-style-type: none"> ● Unit 4: Describing People ● Unit 8: School Subjects ● Unit 9: Leisure Activities ● Unit 10: My House <p>Intermediate Italian</p> <ul style="list-style-type: none"> ● Unit 3: Towns and Directions <p>Across all EP Languages units, students are required to complete written and spoken production tasks using the relevant grammar points.</p>
<p>They use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences.</p>	<p>All the Beginner Italian texts in the listening and reading comprehension lessons are based on learnt structures, formulaic expressions and high frequency vocabulary. Students are then required to use these structures and vocabulary, in the writing, speaking and Authentic Tasks sections where the tasks ask them to create a variety of different text types.</p>
<p>They translate short texts and explain Italian gestures, expressions or signs to friends and family. They know that that literal translation between languages is not always possible.</p>	<p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>EP translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not. Reading and listening comprehension activities in the EP Languages units do not require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>

<p>They reflect on how culture is evident in experiences, images and texts.</p>	<p>In each of the EP Languages units, reference is made to different cultural aspects where appropriate. In the Introduction lesson of each unit, cultural information relevant to the unit is introduced, and the texts for each unit have been written to include key cultural references.</p> <p>The EP Languages units are a great starting point for class discussion and reflection and teachers are also able to edit lessons too add interactive elements such as google docs and padlets where students might collaborate, reflect and interact.</p>
<p>They know that language reflects contexts of situation and culture, and identify differences between standard, dialectal and regional forms of Italian.</p>	<p>In the EP Languages programme, where appropriate, we have made reference to various Italian dialects and regions, and used them to provide different contexts and comparisons.</p>
<p>Students identify similarities between Italian and English and understand that they are related languages which borrow from each other.</p> <p>They analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture.</p>	<p>In each of the Beginner level Italian units, there is a comprehensive grammar section which introduces key grammar points for that unit. The grammar sections are made up of an introduction which explains the grammar point, then scaffolded activities to practise the grammar point. In these sections, students are made aware of the similarities and differences between Italian and English.</p> <p>In each unit, where it is appropriate, students will see where English words are used in Italian, and where Italian words are used in English. This also occurs in the vocabulary list sections of the programme.</p> <p>At the end of each introduction lesson in the Beginner units, there is a culture section that further explores the interrelationship between Italian language and culture.</p>
<p>They understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of different text types.</p>	<p>Each of the EP Italian units introduces elements of the Italian grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, and then an extensive variety of scaffolded activities ranging from recognition to free production.</p> <p>In each of our EP Languages units, we have used different registers of language where appropriate (e.g. providing examples of both informal and formal language).</p>
<p>They reflect on how they interpret and respond to aspects of Italian language and culture, and to</p>	<p>Each of the EP Languages units has a cultural section in the introduction where key cultural information relating</p>

intercultural experience, and identify how their response may be shaped by their own language(s) and culture(s).

to each unit is introduced. The listening and reading passages have also been written to include cultural references so that students become familiar with the culture as they learn the language.

EP Languages units are a great starting point for class discussion and reflection on Italian culture.

Years 7-8 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>VCITC096: Socialise with peers and adults to exchange greetings, good wishes, factual information and opinions about self, family and friends, routines, shared events, leisure activities, interests, likes and dislikes</p>	<p>Talk about self:</p> <ul style="list-style-type: none"> ● Getting Started with Italian <ul style="list-style-type: none"> ○ Unit 1: Greetings and Introductions ○ Unit 2: Asking How You Are ○ Unit 4: Numbers and Age ● Beginner Italian <ul style="list-style-type: none"> ○ Unit 1: Greetings and Introductions ○ Unit 4: Describing People ○ Unit 3: Countries and Nationalities ○ Unit 6: Dates and Birthdays <p>Talk about family and friends:</p> <ul style="list-style-type: none"> ● Getting Started with Italian <ul style="list-style-type: none"> ○ Unit 7: Family ● Beginner Italian <ul style="list-style-type: none"> ○ Unit 4: Describing People ○ Unit 5: Family and Pets <p>Talk about interests and Likes and dislikes, Express Feelings</p> <ul style="list-style-type: none"> ● Getting Started with Italian <ul style="list-style-type: none"> ○ Unit 9: Likes and dislikes: Food and Activities ● Beginner Italian <ul style="list-style-type: none"> ○ Unit 6: Meals and Liking/Disliking Food ○ Unit 8: School Subjects ○ Unit 9: Leisure Activities. <p>In the above units, students learn how to communicate about themselves, their family and friends, and how to express their feelings and their likes and dislikes.</p>

	<p>They are introduced to new language concepts in the introduction sections and then have understanding tested in the listening and reading comprehension sections and the vocabulary practice section. The students will then be required to produce their own language on these topics in the writing and speaking sections.</p>
<p>VCITC097: Participate in individual or collective action, both orally and in writing, by making arrangements, inviting, planning, deciding and responding</p>	<p>Each EP Languages unit contains a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Italian relating to a topic and record their answers. Students are also required to record conversations with a partner.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p> <p>Planning and making arrangements are covered in the given units:</p> <ul style="list-style-type: none"> ● Intermediate Italian <ul style="list-style-type: none"> ○ Unit 4: Booking a Holiday ○ Unit 5: Party Time and Celebrations ○ Unit 6: Organising an Outing with Friends
<p>VCITC098: Participate in spoken and written transactions, including purchasing goods and services, and give and follow directions and instructions</p>	<p>In these units transacting and negotiating are covered:</p> <ul style="list-style-type: none"> ● Intermediate Italian <ul style="list-style-type: none"> ○ Unit 1: Ordering in a Restaurant or Café ○ Unit 2: Fashion, Shopping for Clothes, and Weather ○ Unit 3: Towns and Directions ○ Unit 4: Booking a Holiday <p>Each EP Languages units contains a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Italian relating to a topic and record their answers. Students are also required to record conversations with a partner.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types,</p>

	purposes and audiences.
VCITC099: Develop language to interact in classroom routines and tasks, for example, posing questions, asking for repetition, rephrasing, explaining, asking how to say something in Italian, expressing opinion, and giving and following instructions.	<ul style="list-style-type: none"> ● Getting Started with Italian <ul style="list-style-type: none"> ○ Unit 5: Classroom Objects ○ Unit 6: Classroom Commands ● Beginner Italian <ul style="list-style-type: none"> ○ Unit 2: The Classroom

Informing

Content Descriptor	How EP Languages Supports This
VCITC100: Identify factual information from a range of spoken, written and multimodal texts, and process and represent meaning through, for example, classifying, sequencing and summarising	In the reading and listening comprehension lessons of each unit, students are exposed to a wide variety of text types which they are required to understand. They then have to use the language from these texts in their own written and spoken work.
VCITC101: Convey factual information and ideas through a range of spoken, written and multimodal texts, using information from a range of sources	Students are required to present information in spoken, written and digital forms in the speaking and writing and authentic task sections of each EP Languages unit.

Creating

Content Descriptor	How EP Languages Supports This
VCITC102: Participate in listening to, reading and viewing imaginative texts and make connections with characters, events, actions, settings, and key ideas and messages	In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics.
VCITC103: Create imaginative texts that present events, characters and emotions from their own experiences	<p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p> <p>In the “authentic tasks” section, students are required to complete a more creative task in the target language that relates to the unit studied.</p>

Translating

Content Descriptor	How EP Languages Supports This
VCITC104: Translate phrases and short texts from	Our writing lessons within our EP Languages units



<p>Italian to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meanings.</p>	<p>require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>EP translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into how cultural concepts are embedded in language and how these embedded concepts can generate differences in meaning.</p> <p>Reading and listening comprehension activities in the EP units don't require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>
<p>VCITC105: Create bilingual texts related to experiences in contexts where Italian and Australian realities might differ.</p>	<p>Students have the ability to create their own vocabulary lists and smart lessons within our system which they can use for their own learning support. As levels progress, In our writing lessons, students are required to compare and contrast experiences between Italian and Australian culture and/or realities.</p>

Reflecting

Content Descriptor	How EP Languages Supports This
<p>VCITC106: Reflect on own and others' responses to intercultural experiences and interactions</p>	<p>Each of the EP Languages units has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>EP Languages units are a great starting point for reflection and discussion on cultural differences. Teachers can also add additional cultural lessons/slides and interactive elements such as google docs or padlets for students to reflect and discuss.</p>
<p>VCITC107: Reflect on own identity, including identity as a user and learner of Italian, through connecting observations made about experiences over time</p>	

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
--------------------	--------------------------------

<p>VCITU108: Develop awareness of features of the Italian sound system, including pronunciation, syllable stress, rhythm and intonation, and how these are represented in written form.</p>	<p>At the start of our Beginner Italian course there is a dedicated lesson on the pronunciation of Italian sounds and words.</p> <p>In each unit there is a comprehensive speaking lesson which contains exercises to practise pronunciation of words and sentences. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Italian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p> <p>Each unit also has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Italian sound system including pronunciation, syllable stress, rhythm and intonation.</p> <p>In the EP translation lists, students have native speaker recordings for all words, and are exposed to pronunciation, syllable stress, rhythm and intonation. In the speaking mode, students are required to record the word, and then they can compare their recording to a model answer with a native speaker recording. This particular activity really requires them to fine tune their pronunciation.</p>
<p>VCITU109: Understand and use key features and patterns of the Italian grammatical system, including definite and indefinite articles, gender and agreement, present tense of regular and common irregular verbs, and simple sentence construction</p>	<p>In each of the Beginner Italian units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. All units are very well-scaffolded.</p> <p>The following grammar points are covered in these units:</p> <ul style="list-style-type: none"> ● Word order: Beginner units 1-10 writing sections ● Gender and number variation: Beginner Units 3, 4, 5, 10 ● Present and compound forms of regular verbs: Beginner Units 8, 9, 10 ● Present and compound forms of irregular verbs: Beginner Units 2, 3, 4, 5, 6, 7, 8, 9

	<p>In the writing lessons for each unit, students are required to put these grammatical concepts into practice and have a variety of scaffolded activities to help them to do so, as well as sentence patterns to help them. At the end of the writing lessons students have a variety of open ended tasks which require them to put the grammatical concepts into context.</p>
<p>VCITU110: Understand the features of common spoken, written and multimodal texts.</p>	<p>Students are exposed to a wide range of spoken, written and visual texts in the listening and reading comprehension sections of EP Languages. They are then required to recognise and use these features in their own writing and speaking.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p>

Language variation and change

Content Descriptor	How EP Languages Supports This
<p>VCITU111: Analyse variable linguistic features present in the learning contexts and texts to develop an understanding that language use varies depending on participants, their roles and relationships, and according to the contexts of situation and culture</p>	<p>In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context. Students are required to recognise and understand the different linguistic features and respond to these.</p>
<p>VCITU112: Analyse and understand the dynamic nature of the Italian language, and of languages in general.</p>	<p>Throughout the EP Languages units, we have tried to include many references to the variety of Italian dialects within Italy.</p>
<p>VCITU113: Analyse and understand the place of Italian locally and internationally, including the relationship between Standard Italian and regional dialects, and Italian in the ecology of languages in Australia.</p>	

Role of language and culture

Content Descriptor	How EP Languages Supports This
<p>VCITU114: Reflect on the role of language and culture in interaction and how language constructs and reflects assumptions and values.</p>	<p>Each of the EP Languages units has a culture section in the introduction, where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p>

EP Languages lessons are a great starting point for cultural discussion and reflection. Teachers can edit EP lessons to include interactive elements such as google docs and padlets where students can reflect and interact.

Years 9-10 Achievement Standard

Content Descriptor	How EP Languages Supports This
By the end of Year 10, students use a range of everyday language both orally and in writing to exchange information about their personal, social and local world and about broader issues of personal significance.	In all of the EP Languages units, students use a range of everyday language both orally and in writing to exchange personal information and discuss broader issues. They are also exposed to a wide variety of spoken and written texts.
They communicate thoughts and opinions; make comparisons and contrasts (for example, a differenza di; invece), and offer reasons for points of view, opinions and preferences.	<p>Beginner Italian</p> <ul style="list-style-type: none"> Unit 7: Meals and Liking/Disliking Food Unit 8: School Subjects Unit 9: Leisure Activities <p>Intermediate Italian</p> <ul style="list-style-type: none"> Unit 1: Ordering in a Restaurant or Café Unit 2: Fashion, Shopping for Clothes, and Weather Unit 4: Booking a Holiday Unit 6: Organising an Outing with Friends Unit 7: At the Doctor's Unit Unit 10: Past Holidays – Descriptions and Impressions <p>Advanced Italian</p> <ul style="list-style-type: none"> Unit 2: Piani future e il mondo del lavoro Unit 4: La salute Unit 5: Il programma di scambio con l'Italia Unit 6: L'ambiente Unit 7: La tecnologia e i social media
They give detailed descriptions; describe and relate episodes in time (for example, prima ... poi ... infine); and qualify statements, for example, through the use of relative clauses.	In each unit there is a comprehensive speaking unit which contains exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Italian sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order

	<p>to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p> <p>The listening and dictation modes included with vocabulary lists also allow students to listen to the pronunciation.</p> <p>Each unit has an extensive listening comprehension section where each listening comprehension passage is recorded by a native speaker so that students are exposed to native pronunciation.</p>
They analyse texts, identifying features such as tone, sequences and relationships of events in time.	<p>Intermediate Italian:</p> <ul style="list-style-type: none"> • Units 6, 9, 10
They use simple subject–verb–object constructions, extending or qualifying their message by, for example, adding complements or using modal verbs or comparatives.	<ul style="list-style-type: none"> • Reflexive verbs: Intermediate: Unit 8 • Possessive adjectives: Beginner Unit 2, Advanced Unit 7
They give presentations, and formulate and respond to a range of questions. They interpret information and attitudes in a range of informational and imaginative texts.	<p>Students are exposed to a wide variety of text types within the listening and reading comprehension sections. Text types at Intermediate level include: comics, recipes, reviews, articles, emails, diary entries, blog posts, online messages, advertisements, phone messages, schedules and many more.</p> <p>In the writing lessons, students learn about key features of different text types and have to write their own examples of different text types in the open ended tasks after completing a variety of scaffolded activities.</p>
They express desires and plans for the future.	<p>In the Intermediate and Advanced units, students are introduced to and are required to use expressive and descriptive vocabulary to talk about feelings and experiences.</p>
They create written texts such as descriptions, narratives and recounts that convey experiences, ideas and emotions.	<p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>Each unit has an “extra for experts” section where students are required to complete a creative task in Italian using the language learned in the unit. They then use our file uploading function to upload what they have produced onto the platform, where teachers can view their work and give feedback. Tasks include posters, videos, recordings, documents and presentations. For most units, students can choose their final product.</p>

<p>They produce bilingual texts, plan what needs to be communicated to particular audiences and consider different perspectives.</p>	<p>Students can create their own bilingual vocabulary lists, or smart lessons, to help support their learning.</p>
<p>They identify particular issues relating to translating between Italian and English, such as words with similar meanings and 'false friends', and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian.</p> <p>Students use metalanguage to analyse and discuss features of language choice and use and cultural practice.</p>	<p>Each unit introduces elements of the Italian grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, followed by an extensive variety of scaffolded activities, ranging from recognition to free production. Through completing these units, students will be able to make comparisons between Italian and English.</p> <p>Aspects of grammar are also reinforced and practised in the EP vocabulary lists especially features such as gender and verb forms.</p>
<p>They communicate their thoughts with awareness of different perspectives on issues or practices being discussed. They identify social and cultural practices of Italians in Italy and in the diaspora, including communities in Australia.</p> <p>They reflect on ways in which language and culture together create meanings, and on ways in which their own linguistic and cultural assumptions come into play in using and learning Italian. They demonstrate understanding of the role of language and culture in shaping experience, and the ways in which their own past experiences shape their identity.</p>	<p>Our units have been written to show different cultural perspectives and to reflect cultural practices. They often compare Italian culture and daily life to Australian daily life. In these units, important cultural expressions are also introduced.</p> <p>Here are some of the units that have a strong cultural focus and compare aspects of Italian life with Australian life:</p> <p>Beginner Italian</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 6: Food ● Unit 8: School ● Unit 9: Leisure Activities <p>Intermediate Italian</p> <ul style="list-style-type: none"> ● Unit 1: Ordering in a Restaurant ● Unit 2: Shopping for Food ● Unit 3: Fashion and Shopping for Clothes. ● Unit 6: Birthdays and Celebrations. ● Unit 8: Daily Routine <p>Advanced Italian</p> <ul style="list-style-type: none"> ● Unit 5: Going on an Exchange to France

Years 9-10 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
VCITC116: Participate in individual and collective action by deciding, explaining and justifying.	Throughout the Intermediate EP Languages units, various scenarios based on interacting in different situations are offered to expose the students to multiple situations in which deciding, explaining and justifying one's choices or situation is necessary.
VCITC117: Participate in spoken and written transactions, including obtaining and negotiating different services and problem-solving.	In the Intermediate units, students are exposed to a variety of texts that elicit different situational transactions. At the end of each unit, there are comprehensive writing and speaking lessons which allow the student to implement the structures and concepts introduced.
VCITC118: Use classroom language to question, elicit and offer opinions, and compare and discuss ideas.	<p>Beginner Unit 2 introduces useful classroom language. Each EP Languages unit introduces situations and texts with accompanying comprehension exercises that allow the students to use the new structures and information to compare and discuss the ideas introduced in the respective text and/or unit.</p> <p>Each unit also contains comprehensive speaking and writing lessons which require students to compare and discuss ideas and there is also an authentic tasks section which has authentic tasks requiring students to use the language in authentic situations.</p>

Informing

Content Descriptor	How EP Languages Supports This
VCITC119: Select and organise information from a range of spoken, written and multimodal texts in Italian; process and analyse ideas; and represent meanings, opinions and perspectives as appropriate to particular audiences.	Students are introduced to a range of text types in the reading and listening comprehension sections in both the Beginner and Intermediate EP Languages units. These texts have been written to include key cultural concepts that are relevant to the topics, and through various comprehension exercises the students are asked to analyse and respond to these texts.



<p>VCITC120: Convey information and compare diverse perspectives from multiple sources in Italian.</p>	<p>Students are required to convey information on different topics through both the speaking and writing activities in each unit.</p>
---	---

Creating

Content Descriptor	How EP Languages Supports This
<p>VCITC121: Respond to imaginative texts, stating views about themes, events and values, and making connections with own experiences as appropriate.</p>	<p>Students are introduced to a range of text types in the reading and listening comprehension sections in all levels of the Italian units. They are required to respond to these texts in a variety of different ways.</p>
<p>VCITC122: Create imaginative texts to express experiences, ideas and emotions.</p>	<p>In the writing section for each of the units, students are required to complete a variety of writing tasks in the target language which relate to the topic. In these tasks, they are required to convey experiences, ideas and sometimes express emotion.</p> <p>In the speaking section of each unit, students are required to complete a variety of spoken tasks where they need to convey experiences, ideas and sometimes express emotion.</p> <p>In the “authentic tasks” section, students are required to complete a variety of tasks which use the language learned in the unit in creative ways.</p>

Translating

Content Descriptor	How EP Languages Supports This
<p>VCITC123: Translate texts from Italian to English and vice versa, and compare different versions for different audiences and contexts.</p>	<p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>Our EP translation lists provide students with plenty of translation practice at both the sentence and word-level. Students can practise translation using 5 different modes: listening, reading, writing, dictation and speaking and this process gives students insight into which words or phrases translate easily, and which do not.</p> <p>Our reading and listening comprehension activities in the EP Languages units don’t require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>



VCITC124: Create bilingual texts related to experiences in which aspects of Italian and Australian culture might differ.	Students have the ability to create their own vocabulary lists and smart lessons within our system, which they can use for their own learning support. Through the listening and reading tasks, they are also encouraged to respond in either English or Italian, and are often asked to compare elements introduced in the text related to differences between Italy and Australia.
---	--

Reflecting

Content Descriptor	How EP Languages Supports This
VCITC125: Interact in Italian with the teacher, peers and others, and exchange reactions and responses to ideas, issues and experiences being discussed.	Each EP Languages unit contains a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Italian relating to a topic and record their answers. Students are also required to record conversations with a partner to help practise their interaction skills.
VCITC126: Reflect on own identity in general and as a user and learner of Italian by sharing personal experiences, perspectives and values and considering their influence.	Students are required to reflect on both their own identity and their own personal experiences and perspectives in many of the comprehension questions and in the writing and speaking questions.

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
VCITU127: Understand and use the features of Italian sound and written systems, including pronunciation, stress and intonation in increasingly complex structures and texts.	<p>At the start of our Beginner Italian course there is a dedicated lesson on the pronunciation of Italian sounds and words.</p> <p>In the Listening Comprehension sections of the EP Languages units, students are exposed to an extensive number of listening comprehension texts which have all been recorded by native speakers. In these texts, they hear different aspects of pronunciation, rhythm and stress.</p> <p>In each unit there is a comprehensive speaking lesson which contains exercises to practise pronunciation of both individual words and full sentences. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Italian sound patterns as they can record their pronunciation of a word, then listen back to their</p>

	<p>recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation. This is a really helpful way for them to improve their pronunciation and focus on rhythm and stress.</p>
<p>VCITU128: Extend knowledge of and use more complex features and patterns of the Italian grammatical system, including possessive, reflexive, demonstrative and relative pronouns; irregular and reflexive verbs; and comparatives and superlatives.</p>	<p>Each of the EP Languages units has a different grammatical focus. At beginner level, there are extensive Grammar lessons within each beginner unit which introduce the grammar point and provide scaffolded activities to practise, ranging from recognition to free production. There are also grammar lessons in our Skills Practice Grammar folder.</p> <p>In the future we will be developing Intermediate and Advanced level grammar units.</p>
<p>VCITU129: Analyse the features of a range of spoken, written and multimodal texts, recognising grammatical structures, cohesion and coherence.</p>	<p>In the listening and reading comprehension sections for each of the EP Languages units, students are exposed to a number of different text types and are required to analyse these by responding to a variety of different questions. They are also required to compose their own texts in the writing and speaking sections of each unit.</p>

Language variation and change

Content Descriptor	How EP Languages Supports This
<p>VCITU130: Analyse lexical and grammatical choices made in a range of texts in different contexts to develop an understanding that language use varies in the contexts of situation and culture.</p>	<p>Throughout the Beginner and Intermediate EP Languages units, students are exposed to over 400 listening and reading comprehension texts in Italian, so are therefore required to recognise that Italian is used in varying ways to achieve different purposes.</p>
<p>VCITU131: Analyse and understand the dynamic nature of Italian (and languages in general) recognising the impact of technology, media and intercultural contact.</p>	<p>Advanced Unit 7 discusses how Italian has evolved due to the impact of technology and social media. This unit also offers a range of texts that present different opinions and perspectives on the impact of technology, including how they affect intercultural contact. The respective questions to each text require the students to respond to these topics analytically, and consider the points raised in the text.</p>
<p>VCITU132: Compare and contrast aspects of communication and the relationship among languages used in the ecology of languages in Australia, including Aboriginal languages and Torres Strait Islander Languages, Asian languages and world languages.</p>	<p>This is not currently addressed in our programme, however teachers can use the EP Studio tools to create their own lessons where there are gaps.</p>



Role of language and culture

Content Descriptor	How EP Languages Supports This
VCITU134: Reflect on intercultural exchanges and the ways in which language is used to establish relationships, indicate social values and enhance reciprocity.	The EP Languages lessons provide a great starting point for discussion and reflection about intercultural differences and values.