

# AC Italian 9.0 Years 9-10

## EP Curriculum Map

### Years 9-10

#### **Level Description – Years 09 and 10**

In Years 9 and 10, Italian language learning builds on each student's prior learning and experiences. Students use Italian to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Italian in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

#### **Achievement Standard – Years 09 and 10**

By the end of Year 10, students initiate and sustain Italian language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Italian or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Italian to create texts.

Students apply features of the Italian sound system to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Italian, to discuss how this learning influences their ideas and ways of communicating.

## Content Descriptors: Years 9 & 10

### Communicating meaning in Italian:

Sub strand	Content descriptor	How can EP support this?
<b>Interacting in Italian</b>	<p><b>AC9LIT10EC01</b></p> <p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' personal world</p>	<ul style="list-style-type: none"> <li>• Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar and some unfamiliar contexts about their own and others' personal world.</li> <li>• Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language.</li> <li>• Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts.</li> <li>• Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language.</li> <li>• The Beginner level units focus on their own personal world and the intermediate units focus on their own and others' personal world.</li> <li>• See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<p><b>AC9LIT10EC02</b></p>	<ul style="list-style-type: none"> <li>• EP Languages units are designed to help students develop the necessary language in order to question, offer opinions and compare</li> </ul>

	<p>Use Italian language in exchanges to question, offer opinions and compare and discuss ideas</p>	<p>and discuss ideas.</p> <ul style="list-style-type: none"> <li>• Students are exposed to the relevant language and expressions in the introduction lesson to offer opinions and compare and discuss ideas. The reading and listening lessons model written and spoken language which gives examples of this language. Students then practise these skills in the writing and speaking lessons.</li> </ul>
	<p><b>AC9LIT10EC03</b></p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</p>	<ul style="list-style-type: none"> <li>• In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of information is modelled on the topic of discussing plans, events and experiences with peers.</li> <li>• In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information</li> <li>• Intermediate Unit 7 focuses specifically on making plans.</li> </ul>
<p><b>Mediating meaning in and between languages</b></p>	<p><b>AC9LIT10EC04</b></p> <p>Interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p><b>AC9LIT10EC05</b></p> <p>Apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	<ul style="list-style-type: none"> <li>• In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways.</li> <li>• There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to interpret information, ideas and perspectives in a range of contexts.</li> <li>• The Intermediate units cover familiar and some unfamiliar topics. These tasks require students to develop strategies to interpret and translate.</li> <li>• Cultural information is embedded into the listening and reading texts and students often are required to compare to their own culture.</li> <li>• See the listening, reading and video lessons hyperlinked in the content maps of each unit below.</li> </ul>

<b>Creating text in Italian</b>	<b>AC9LIT10EC06</b> Create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences	<ul style="list-style-type: none"> <li>• In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit.</li> <li>• The production tasks require students to select vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes.</li> <li>• The authentic video lessons also provide tasks which require students to create written and recorded texts.</li> <li>• See the hyperlinked speaking, writing, video and authentic tasks lessons in the content map below.</li> </ul>

## Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
<b>Understanding systems of language</b>	<b>AC9LIT10EU01</b> Apply features of the Italian sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts	<ul style="list-style-type: none"> <li>• In the EP Languages units, each unit 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 pitch, rhythm, stress and intonation in familiar and some unfamiliar contexts at Intermediate level.</li> <li>• There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation.</li> <li>• The speaking lessons contain 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</li> </ul>

		<p>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> <ul style="list-style-type: none"> <li>• See the listening and speaking lessons in the hyperlinked lessons in the content map below.</li> </ul>
	<p><b>AC9LIT10EU02</b></p> <p>Select and use structures and features of the Italian grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> <li>• In each of the EP Languages units, there is a grammar section which introduces relevant grammar points for each unit. In each of these grammar lessons 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.</li> <li>• Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map.</li> </ul>
	<p><b>AC9LIT10EU03</b></p> <p>Reflect on and evaluate Italian texts, using metalanguage to discuss language structures and features</p>	<ul style="list-style-type: none"> <li>• Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Italian and English grammar.</li> </ul>
<p><b>Understanding the interrelationship of language and culture</b></p>	<p><b>AC9LIT10EU04</b></p> <p>Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating</p>	<ul style="list-style-type: none"> <li>• Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture.</li> <li>• Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.</li> </ul>

## EP Lesson Recommendations:

For **Year 9-10 Italian** we would recommend a combination of our **Beginner and Intermediate Italian courses** which support the suggested **Thematic Contexts for Language use** in the [Languages Support Resource for the ACARA 9.0 Curriculum](#). Teachers can still assign from higher or lower level content if appropriate. Please see the course maps below:

### Beginner Italian: Self and Others

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Beginner: My personal world:</b> <ul style="list-style-type: none"><li>introducing self and others providing information, for example, age, place of residence</li></ul> <b>Beginner: My Classroom:</b>	Unit 01: Greetings and Introductions	<a href="#">1. Introduction: Greetings and Introductions</a> <a href="#">2. Vocabulary Practice: Greetings and Introductions</a> <a href="#">3. Listening Comprehension: Greetings and Introductions</a> <a href="#">4. Reading Comprehension: Greetings and Introductions</a> <a href="#">5. Writing: Greetings and Introductions</a>

<ul style="list-style-type: none"> <li>exchanging greetings, for example, formal greetings with teachers; informal greetings with peers</li> </ul>		<a href="#">6. Speaking: Greetings and Introductions</a> <a href="#">7a. Grammar - Formality: Greetings and Introductions</a> <a href="#">7b. Grammar - Questions and Negatives: Greetings and Introductions</a> <a href="#">8. Authentic Task: Greetings and Introductions</a> <a href="#">8. Extra for Experts: Greetings and Introductions</a> <a href="#">Beginner: Unit 1</a> <a href="#">Beginner U1 Assessment Auto-marked</a>
<p><b>Beginner: My Classroom</b></p> <ul style="list-style-type: none"> <li>responding to classroom instructions</li> <li>asking for permission, assistance, clarification, etc.</li> <li>identifying classroom objects</li> <li>describing the classroom</li> </ul>	<p><b>Unit 02: The Classroom</b></p>	<a href="#">1. Introduction: The Classroom</a> <a href="#">2. Vocabulary Practice: The Classroom</a> <a href="#">3. Listening Comprehension: The Classroom</a> <a href="#">4. Reading Comprehension: The Classroom</a> <a href="#">5. Writing: The Classroom</a> <a href="#">6. Speaking: The Classroom</a> <a href="#">7a. Grammar - Nouns: The Classroom</a> <a href="#">7b. Grammar - Articles: The Classroom</a> <a href="#">7c. Grammar - Avere (to have): The Classroom</a> <a href="#">8. Authentic Task: The Classroom</a> <a href="#">8. Extra for Experts: The Classroom</a>

		<a href="#">Beginner: Unit 2</a>
		<a href="#">Beginner U2 Assessment Auto-marked</a>
<p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"> <li>providing information, for example, age, place of residence</li> </ul> <p><b>Beginner: This is me:</b></p> <ul style="list-style-type: none"> <li>sharing thoughts about what makes me who I am – my language, my culture, my country</li> </ul>	Unit 03: Countries and Nationalities	<a href="#">1. Introduction: Countries and Nationality</a>
		<a href="#">2. Vocabulary Practice: Countries and Nationality</a>
		<a href="#">3. Listening Comprehension: Countries and Nationality</a>
		<a href="#">4. Reading Comprehension: Countries and Nationality</a>
		<a href="#">5. Writing: Countries and Nationality</a>
		<a href="#">6. Speaking: Countries and Nationalities</a>
		<a href="#">7a. Grammar - Essere (to be): Countries and Nationality</a>
		<a href="#">7b. Grammar - Subject Pronouns: Countries and Nationality</a>
		<a href="#">7c. Grammar - Adjectives of Nationality: Countries and Nationality</a>
		<a href="#">7d. Grammar - Summary Quiz: Countries and Nationality</a>
		<a href="#">8. Authentic Task: Countries and Nationalities</a>
		<a href="#">8. Extra for Experts: Countries and Nationality</a>
		<a href="#">Beginner: Unit 3</a>
		<a href="#">Beginner U3 Assessment Auto-marked</a>
<p><b>Beginner: My Personal World:</b></p> <ul style="list-style-type: none"> <li>describing oneself.</li> </ul>	Unit 04: Describing People	<a href="#">1. Introduction: Describing People</a>
		<a href="#">2. Vocabulary Practice: Describing People</a>
		<a href="#">3. Listening Comprehension: Describing People</a>



<ul style="list-style-type: none"> <li>describing friends.</li> </ul>		<a href="#">4. Reading Comprehension: Describing People</a> <a href="#">5. Writing: Describing People</a> <a href="#">6. Speaking: Describing People</a> <a href="#">7a. Grammar - Avere: Describing People</a> <a href="#">7b. Grammar - Essere: Describing People</a> <a href="#">7c. Grammar - Adjectives: Describing People</a> <a href="#">8. Authentic Task: Describing People</a> <a href="#">8. Extra for Experts: Describing People</a> <a href="#">Beginner: Unit 4</a> <a href="#">Beginner U4 Assessment Auto-marked</a>
<p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"> <li>identifying family members and significant people in my life</li> </ul> <p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"> <li>describing the people who are important to me, for example, <i>ma famille et mes parents, mes amis, mes grands-parents</i></li> </ul>	<p><b>Unit 05: Family and Pets</b></p>	<a href="#">1. Introduction: Family and Pets</a> <a href="#">2. Vocabulary Practice: Family and Pets</a> <a href="#">3. Listening Comprehension: Family and Pets</a> <a href="#">4. Reading Comprehension: Family and Pets</a> <a href="#">5. Writing: Family and Pets</a> <a href="#">6. Speaking: Family and Pets</a> <a href="#">7a. Grammar - Avere: Family and Pets</a> <a href="#">7b. Grammar - Possessive Adjectives: Family and Pets</a>

		<a href="#">7c. Grammar - Possessive Pronouns: Family and Pets</a> <a href="#">8. Authentic Task: Family and Pets</a> <a href="#">8. Extra for Experts: Family and Pets</a> <a href="#">Beginner: Unit 5</a> <a href="#">Beginner U5 Assessment Auto-marked</a>
<b>Beginner: Let's celebrate!</b> <ul style="list-style-type: none"> <li>celebrating special occasions with family and friends</li> <li>identifying food and dishes associated with celebrations</li> <li>learning about important national days and celebrations</li> <li>identifying special occasions celebrated with family and friends</li> <li>learning about important national days and celebrations</li> </ul>	<b>Unit 06: Dates and Birthdays</b>	<a href="#">1. Introduction: Dates and Birthdays</a> <a href="#">2. Vocabulary Practice: Dates and Birthdays</a> <a href="#">3. Listening Comprehension: Dates and Birthdays</a> <a href="#">4. Reading Comprehension: Dates and Birthdays</a> <a href="#">5. Writing: Dates and Birthdays</a> <a href="#">6. Speaking: Dates and Birthdays</a> <a href="#">7a. Grammar - Avere: Dates and Birthdays</a> <a href="#">7b. Grammar - Writing the Date: Dates and Birthdays</a> <a href="#">7c. Grammar - Cognates: Dates and Birthdays</a> <a href="#">8. Authentic Task: Dates and Birthdays</a> <a href="#">8. Extra for Experts: Dates and Birthdays</a> <a href="#">Beginner: Unit 6</a> <a href="#">Beginner U6 Assessment Auto-marked</a>
<b>Beginner: Let's Eat!</b>	<b>Unit 07: Meals and Likes/dislikes of Food</b>	<a href="#">1. Introduction: Meals and Liking/Disliking Food</a>

<ul style="list-style-type: none"> <li>• discussing familiar Italian food introduced into Australian diet</li> <li>• using modelled structured expressions about likes/dislikes and providing other information about food, for example, healthy choices, food pyramid</li> </ul>		<a href="#">2. Vocabulary Practice: Meals and Liking/Disliking Food</a> <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a> <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a> <a href="#">5. Writing: Meals and Liking/Disliking Food</a> <a href="#">6. Speaking: Meals and Liking/Disliking Food</a> <a href="#">7a. Grammar - Mangiare: Meals and Liking/Disliking Food</a> <a href="#">7b. Grammar - Bere: Meals and Liking/Disliking Food</a> <a href="#">7c. Grammar - Piacere: Meals and Liking/Disliking Food</a> <a href="#">8. Authentic Task: Meals and Liking/Disliking Food</a> <a href="#">8. Extra for Experts: Meals and Liking/Disliking Food</a> <a href="#">Beginner: Unit 7</a> <a href="#">Beginner U7 Assessment Auto-marked</a>
	<b>Unit 08: School subjects</b>	<a href="#">1. Introduction: School Subjects</a> <a href="#">2. Vocabulary Practice: School Subjects</a> <a href="#">3. Listening Comprehension: School Subjects</a> <a href="#">4. Reading Comprehension: School Subjects</a> <a href="#">5. Writing: School Subjects</a> <a href="#">6. Speaking: School Subjects</a>

		<a href="#">7a. -ARE Verbs: School Subjects</a> <a href="#">7b. Grammar - Piacere (to like): School Subjects</a> <a href="#">8. Authentic Task: School Subjects</a> <a href="#">8. Extra for Experts: School Subjects</a> <a href="#">Beginner: Unit 8</a> <a href="#">Beginner U8 Assessment Auto-marked</a>
<p><b>Beginner: How I pass my Time:</b></p> <ul style="list-style-type: none"> <li>describing activities, for example, <i>suono la chitarra; ascolto la musica; gioco a tennis; faccio molto sport; Mi piace molto ...</i></li> </ul>	<p><b>Unit 09: Leisure Activities</b></p>	<a href="#">1. Introduction: Leisure Activities</a> <a href="#">2. Vocabulary Practice: Leisure Activities</a> <a href="#">3. Listening Comprehension: Leisure Activities</a> <a href="#">4. Reading Comprehension: Leisure Activities</a> <a href="#">5. Writing: Leisure Activities</a> <a href="#">6. Speaking: Leisure Activities</a> <a href="#">7a. Grammar - ARE Verbs + Piacere: Leisure Activities</a> <a href="#">7b. Grammar - Fare (to do/make): Leisure Activities</a> <a href="#">7c. Grammar - Andare (to go): Leisure Activities</a> <a href="#">7d. Grammar - ERE Verbs: Leisure Activities</a> <a href="#">8. Authentic Task: Leisure Activities</a> <a href="#">8. Extra for Experts: Leisure Activities</a> <a href="#">Beginner: Unit 9</a>

		<a href="#">Beginner U9 Assessment Auto-marked</a>
<b>Beginner: Where I call home:</b> <ul style="list-style-type: none"> <li>describing my house(s)/my home(s), for example, rooms, furniture, etc.</li> <li>sharing explanations about 'favourite place at home'</li> <li>explaining where I go in my neighbourhood</li> </ul>	Unit 10: My House	<a href="#">1. Introduction: My House</a>
		<a href="#">2. Vocabulary Practice: My House</a>
		<a href="#">3. Listening Comprehension: My House</a>
		<a href="#">4. Reading Comprehension: My House</a>
		<a href="#">5. Writing: My House</a>
		<a href="#">6. Speaking: My House</a>
		<a href="#">7a. Grammar - Adjectives: My House</a>
		<a href="#">7b. Grammar - ERE/IRE Verbs: My House</a>
		<a href="#">7c. Grammar - Adverbs and Prepositions: My House</a>
		<a href="#">8. Authentic Task: My House</a>
		<a href="#">8. Extra for Experts: My House</a>
		<a href="#">Beginner: Unit 10</a>
		<a href="#">Beginner U10 Assessment Auto-marked</a>

## Intermediate Italian: Self and Community

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Intermediate: Eating In /Eating Out:</b>	<b>Unit 01: Ordering in a restaurant</b>	<a href="#">1. Introduction: Ordering in a Restaurant or Café</a>
		<a href="#">2. Listening Comprehension: Ordering in a Restaurant or Café</a>

<ul style="list-style-type: none"> <li>participating in real or simulated shopping, for example, <i>al mercato</i> or <i>al supermercato</i></li> <li>using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists</li> <li>using cultural expressions in social interactions when ordering, buying, negotiating food choices/ingredients, etc.</li> <li>following and/or creating recipes to prepare Italian dishes</li> </ul>		<a href="#">3. Reading Comprehension: Ordering in a Restaurant or Café</a> <a href="#">4. Writing: Ordering in a Restaurant or Café (Updated)</a> <a href="#">5. Speaking: Ordering in a Restaurant or Café</a> <a href="#">6. Authentic Task: Ordering in a Restaurant or Café</a> <a href="#">Intermediate Unit 01: Ordering in a Restaurant or Café</a>
	<b>Unit 02: Fashion and Shopping for clothes</b>	<a href="#">1. Introduction: Fashion, Shopping for Clothes, and Weather</a> <a href="#">2. Listening Comprehension: Fashion, Shopping for Clothes, and Weather</a> <a href="#">3. Reading Comprehension: Fashion, Shopping for Clothes, and Weather</a> <a href="#">4. Writing: Fashion, Shopping for Clothes, and Weather (Updated)</a> <a href="#">5. Speaking: Fashion, Shopping for Clothes, and Weather</a> <a href="#">6. Authentic Task: Fashion, Shopping for Clothes, and Weather</a> <a href="#">Intermediate Unit 02: Fashion, Shopping for Clothes, and Weather</a>
<b>Intermediate: My Home and Neighbourhood:</b>	<b>Unit 03: Towns and Directions</b>	<a href="#">1. Introduction: Towns and Directions</a> <a href="#">2. Listening Comprehension: Towns and Directions</a> <a href="#">3. Reading Comprehension: Towns and Directions</a>

<ul style="list-style-type: none"> <li>explaining the advantages and disadvantages of where I live</li> <li>outlining neighbourhood facilities such as school, shops, parks, and opportunities for activities, for example, <i>la piazza, fare la passeggiata, il cento commerciale</i></li> </ul>		<a href="#">4. Writing: Towns and Directions (Updated)</a> <a href="#">5. Speaking: Towns and Directions</a> <a href="#">6. Authentic Task: Towns and Directions</a> <a href="#">Intermediate Unit 03: Town and Directions</a>
<p><b>Intermediate: Holidays and Travelling:</b></p> <ul style="list-style-type: none"> <li>organising travel and preparations</li> <li>discussing and negotiating preparations for travel</li> <li>getting around – reading maps, timetables, giving and following directions, and locating places</li> <li>Planning for my next holiday</li> </ul>	<p><b>Unit 04: Booking a Holiday</b></p>	<a href="#">1. Introduction: Booking a Holiday</a> <a href="#">2. Listening Comprehension: Booking a Holiday</a> <a href="#">3. Reading Comprehension: Booking a Holiday</a> <a href="#">4. Writing: Booking a Holiday (Updated)</a> <a href="#">5. Speaking: Booking a Holiday</a> <a href="#">6. Authentic Task: Booking a Holiday</a> <a href="#">Intermediate Unit 04: Booking a Holiday</a>
<p><b>Intermediate: Celebrating my Culture and Traditions</b></p>	<p><b>Unit 05: Party time and celebrations</b></p>	<a href="#">1. Introduction: Party Time and Celebrations</a> <a href="#">2. Listening Comprehension: Party Time and Celebrations</a> <a href="#">3. Reading Comprehension: Party Time and Celebrations</a> <a href="#">4. Writing: Party Time and Celebrations (Updated)</a> <a href="#">5. Speaking: Party Time and Celebrations</a> <a href="#">6. Authentic Task: Party Time and Celebrations</a> <a href="#">Intermediate Unit 05: Party Time and Celebrations</a>

<p><b>Intermediate: Recreation, routines and responsibilities</b></p> <ul style="list-style-type: none"> <li>planning, discussing activities, chores, for example, <i>Voglio passare il fine settimana alla piscina; Questo weekend lavo il cane; Ogni sabato aiuto con i lavori domestici; Mi piacerebbe andare in città con la mia migliore amica; Preferisco andare al cinema venerdì sera; Di domenica mi piace dormire fino a tardi. E tu cosa ti piace fare durante le vacanze festive?</i></li> </ul>	<p><b>Unit 06: Making plans</b></p>	<p><a href="#">1. Introduction: Organising an Outing with Friends</a></p> <p><a href="#">2. Listening Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">3. Reading Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">4. Writing: Organising an Outing with Friends (Updated)</a></p> <p><a href="#">5. Speaking: Organising an Outing with Friends</a></p> <p><a href="#">6. Authentic Task: Organising an Outing with Friends</a></p> <p><a href="#">Intermediate Unit 06: Organising an Outing with Friends</a></p>
	<p><b>Unit 07: At the Doctors</b></p>	<p><a href="#">1. Introduction: At the Doctor's</a></p> <p><a href="#">2. Listening Comprehension: At the Doctor's</a></p> <p><a href="#">3. Reading Comprehension: At the Doctor's</a></p> <p><a href="#">4. Writing: At the Doctor's (Updated)</a></p> <p><a href="#">5. Speaking: At the Doctor's</a></p> <p><a href="#">6. Authentic Task: At the Doctor's</a></p> <p><a href="#">Intermediate Unit 07: At the Doctor's</a></p>
<p><b>Intermediate: Holidays/travelling:</b></p> <ul style="list-style-type: none"> <li>describing my real or imaginary last holiday, including place, activities, etc.</li> </ul>	<p><b>Unit 08: Past Holidays</b></p>	<p><a href="#">1. Introduction: Past Holiday Activities</a></p> <p><a href="#">2. Listening Comprehension: Past Holiday Activities</a></p> <p><a href="#">3. Reading Comprehension: Past Holiday Activities</a></p> <p><a href="#">4. Writing: Past Holiday Activities (Updated)</a></p> <p><a href="#">5. Speaking: Past Holiday Activities</a></p> <p><a href="#">6. Authentic Task: Past Holiday Activities</a></p>



		<a href="#">Intermediate Unit 08: Past Holiday Activities</a>
<b>Intermediate: Recreation, routines and responsibilities</b> <ul style="list-style-type: none"> <li>preparing a presentation about a day at home or a typical day at school for an Italian or Italian-speaking student</li> <li>sharing personal routines with peers</li> </ul>	<b>Unit 09: Daily Routine</b>	<a href="#">1. Introduction: Daily Routine</a>
		<a href="#">2. Listening Comprehension: Daily Routine</a>
		<a href="#">3. Reading Comprehension: Daily Routine</a>
		<a href="#">4. Writing: Daily Routine (Updated)</a>
		<a href="#">5. Speaking: Daily Routine</a>
		<a href="#">6. Authentic Task: Daily Routine</a>
		<a href="#">Intermediate Unit 09: Daily Routine</a>
<b>Intermediate: Holidays/travelling:</b> <ul style="list-style-type: none"> <li>describing my real or imaginary last holiday, including place, activities, etc.</li> </ul>	<b>Unit 10: Past Holidays</b>	<a href="#">1. Introduction: Past Holidays</a>
		<a href="#">2. Listening Comprehension: Past Holidays</a>
		<a href="#">3. Reading Comprehension: Past Holidays</a>
		<a href="#">4. Writing: Past Holidays (Updated)</a>
		<a href="#">5. Speaking: Past Holidays</a>
		<a href="#">6. Authentic Task: Past Holidays</a>
		<a href="#">Intermediate Unit 10: Past Holidays - Descriptions and Impressions</a>

