

# NSW Italian EP Curriculum Map

Implementation in 2024

## Stage 4

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Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while ensuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages 7-10 curriculum, as it addresses the curriculum's aims in the following ways:

**1. Empowering students to become effective communicators:**

EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

**2. Developing linguistic competence:**

The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

**3. Developing intercultural capability:**

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

**4. Learning to interact, understand, and create texts in the target language:**

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

**5. Reflecting on and understanding languages, cultures, and identity:**

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

**6. Developing an interest in and enjoyment of language learning:**

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience. Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

# Interacting in Italian:

(Listening, Speaking)

## Outcomes: ML4-INT-01

Exchange information and opinions in a range of familiar contexts by using culturally appropriate language (NESA)

**Content:** Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student’s preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Exchanging and negotiating meaning to interact in the target language</p>	<p>Socialise with peers to build and maintain relationships</p>	<p>All EP Units have content related to socialising with peers through greetings, introductions, descriptions, and conversations about personal life and preferences.</p> <p>Students participate in lessons that focus on listening and reading comprehension, which provide examples of written and spoken interactions. A variety of speaking questions sections are interspersed throughout the unit to provide timely and specific feedback and ensure students understand concepts before moving on to the next step. This helps students develop their own ability to communicate and socialise in the target language.</p> <p>The speaking lessons are designed to be scaffolded, meaning that they gradually build up in difficulty and complexity, starting with basic pronunciation exercises and gradually moving on to more complex conversations and dialogues. This approach helps students to develop their speaking skills in a structured and supportive way.</p> <p>One of the key features of the speaking lessons is the emphasis on partner practice. Students are encouraged to practise speaking with a partner, either in person or via online tools, to help them build confidence and fluency in conversation. This provides</p>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions</a></li> <li>● <a href="#">Unit 2: Asking how you are</a></li> <li>● <a href="#">Unit 3: Colours</a></li> <li>● <a href="#">Unit 4: Numbers and Age</a></li> <li>● <a href="#">Unit 05: Classroom Objects</a></li> <li>● <a href="#">Unit 06: Classroom Commands</a></li> <li>● <a href="#">Unit 07: Family</a></li> <li>● <a href="#">Unit 08: Animals</a></li> <li>● <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>● <a href="#">Unit 10: Days of the Week and Weather</a></li> </ul>

	<p>an opportunity for students to engage in meaningful and authentic communication, which is essential for developing their speaking skills.</p> <p>These lessons can also be used in the classroom as a starting point for conversations, role-plays, and dialogues. Teachers can use the lessons to provide a framework for classroom activities and encourage students to practise speaking in a supportive and collaborative environment.</p> <p>Examples:</p> <p><b>Beginner Level: Curriculum standard "Exchange basic information about themselves such as name, age and nationality."</b></p> <ul style="list-style-type: none"> <li>● <b>Getting Started Course Unit 1:</b> Students can learn how to introduce themselves, including their name and age, in Italian. Teachers can use the vocabulary recognition exercises and comprehension questions to assess students' understanding and ability to exchange basic personal information.</li> <li>● <b>Beginners Course Unit 01: Greetings and Introductions</b> This unit can help beginners to exchange basic information about themselves. The lessons on introducing themselves and asking someone else's name, as well as the vocabulary practice, can be used to meet this standard. The assessment at the end of the unit can be used to evaluate the student's ability to exchange basic information.</li> </ul> <p><b>Intermediate Level: Curriculum standard "Initiate relationships such as inviting others to play."</b></p> <ul style="list-style-type: none"> <li>● <b>Getting Started Course Unit 9:</b> Likes and dislikes - food and activities, specifically Unit 9.2 - Activities, can assist students in meeting this standard. Students can learn how to express their likes and dislikes, which can be used to initiate relationships by inviting peers to participate in shared activities. Teachers can use the speaking exercises to assess students' ability to express their preferences and invite others to join them.</li> <li>● <b>Beginners Course Unit 09: Leisure Activities:</b> This unit can help intermediate students to initiate relationships by discussing their leisure activities. The lessons on listing the activities they like and dislike, and communicating with others about the kinds of activities they do and when they do them, can be used to meet this standard. The assessment at the end of the</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>● <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>● <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>● <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <p><a href="#">Unit 00: Italian Pronunciation Guide</a>  <a href="#">Unit 01: Greetings and Introductions</a>  <a href="#">Unit 02: The Classroom</a>  <a href="#">Unit 03: Countries and Nationalities</a>  <a href="#">Unit 04: Describing People</a>  <a href="#">Unit 05: Family and Pets</a>  <a href="#">Unit 06: Dates and Birthdays</a>  <a href="#">Unit 07: Meals and Likes/dislikes of Food</a>  <a href="#">Unit 08: School subjects</a>  <a href="#">Unit 09: Leisure Activities</a>  <a href="#">Unit 10: My House</a></p>
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		<p>unit can be used to evaluate the student's ability to discuss their leisure activities and potentially invite others to join.</p> <p><b>Advanced Level: Curriculum standard "Make arrangements with peers."</b></p> <ul style="list-style-type: none"> <li>● <b>Getting Started Course Unit 10: Days of the week and weather</b> can assist students in meeting this standard. Students can learn how to discuss days of the week and weather conditions, which are essential when making arrangements with peers. Teachers can use the comprehension questions and speaking exercises to assess students' ability to make arrangements using the vocabulary and structures learned.</li> <li>● <b>Beginners Course Unit 10: My House;</b> This unit can help advanced students to make arrangements with peers. The lessons on describing their house can be used to invite peers over. The lessons on writing and speaking can be used to practise making arrangements. The assessment at the end of the unit can be used to evaluate the student's ability to make arrangements with peers.</li> </ul>	
<p><b>Understand and reciprocate information about their own and others' personal worlds</b></p>		<p>These units all involve exchanging information about personal life and interests, including family, pets, birthdays, nationality, food, hobbies, Food and housing.</p> <p><b>Beginner Level - "Ask about and describe people, places, and things of personal significance such as family and home." (NESAs)</b></p> <p>Suggested Units:</p> <ul style="list-style-type: none"> <li>● <b>Unit 1 "Greetings and Introductions":</b> This unit helps beginners to introduce themselves and ask about others.</li> <li>● <b>Unit 5 "Family and Pets":</b> This unit aligns with the curriculum standard as it allows students to ask about and describe their family members and pets, which are of personal significance.</li> <li>● <b>Unit 10 "My House":</b> This unit allows students to describe their house and the rooms within it, which are of personal significance.</li> </ul> <p><b>Intermediate Level - "Describe sequences of events or actions such as weekend activities."(NESAs)</b></p> <p>Suggested Units:</p> <ul style="list-style-type: none"> <li>● <b>Unit 9 "Leisure Activities":</b> This unit aligns with the curriculum standard as it allows students to talk about their hobbies and leisure activities, which can include sequences of events or actions they undertake during their weekends.</li> </ul>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions</a></li> <li>● <a href="#">Unit 2: Asking how you are</a></li> <li>● <a href="#">Unit 3: Colours</a></li> <li>● <a href="#">Unit 4: Numbers and Age</a></li> <li>● <a href="#">Unit 05: Classroom Objects</a></li> <li>● <a href="#">Unit 06: Classroom Commands</a></li> <li>● <a href="#">Unit 07: Family</a></li> <li>● <a href="#">Unit 08: Animals</a></li> <li>● <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>● <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>● <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Unit 6 "Talking about Meals"</b>: This unit could also align with the curriculum standard as it allows students to talk about what they eat for different meals, which could be seen as a sequence of events throughout the day.</li> </ul> <p><b>Advanced Level - "Ask about, compare and describe differences in neighbourhoods and schools." (NESA)</b></p> <p>Suggested Units:</p> <ul style="list-style-type: none"> <li>● <b>Unit 2 "The Classroom"</b>: This unit aligns with the curriculum standard as it allows students to talk about common classroom items and make basic requests to their teacher, which could be used to compare and describe differences in schools.</li> <li>● <b>Unit 8 "School Subjects"</b>: This unit aligns with the curriculum standard as it allows students to talk about what subjects they take and their opinions on different subjects and teachers, which could be used to compare and describe differences in schools.</li> <li>● <b>Unit 10 "My House"</b>: This unit could also align with the curriculum standard as it allows students to talk about where their house is located, which could be used to ask about and compare differences in neighbourhoods.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>● <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>● <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> <li>● <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>● <a href="#">Unit 08: School subjects</a></li> <li>● <a href="#">Unit 09: Leisure Activities</a></li> <li>● <a href="#">Unit 10: My House</a></li> <li>●</li> </ul>
<p>Express and explain emotions, opinions and personal preferences</p>		<p><b>Beginner Level: "Ask about and describe likes and dislikes."</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 9 Food from the Getting Started Course or Unit 07: Meals and Likes/dislikes of Food</b> is a perfect fit for this level. The learning outcomes include talking about what food they like or dislike. The unit provides vocabulary practice, listening and reading comprehension topics about food preferences and dislikes. This aligns well with the beginner level requirement of asking about and describing likes and dislikes.</li> </ul> <p><b>Intermediate Level: "Explain a personal response to a familiar situation."</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 08: School Subjects</b> The learning outcomes include expressing opinions about different subjects and teachers. This aligns with the intermediate level requirement of explaining a personal response to a familiar situation, such as expressing their thoughts about a particular subject or teacher.</li> </ul>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1 Greetings and Introductions</a></li> <li>● <a href="#">Unit 2 Asking How You Are</a></li> <li>● <a href="#">Unit 3 Colours</a></li> <li>● <a href="#">Unit 4 Numbers and Age</a></li> <li>● <a href="#">Unit 5 Classroom Objects</a></li> <li>● <a href="#">Unit 6 Classroom Commands</a></li> <li>● <a href="#">Unit 7 Family</a></li> </ul>

		<p><b>Advanced Level: "Ask about and explain satisfaction and dissatisfaction."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 10: My House</b> is a good fit for this level. The learning outcomes include describing their house, what rooms their home has, and where their house is located. The listening and reading comprehension topics include expressing opinions about their home and room. This aligns with the advanced level requirement of asking about and explaining satisfaction and dissatisfaction, as students can express their satisfaction or dissatisfaction with their living situation.</li> </ul> <p>The units' assessments also provide opportunities for students to demonstrate their understanding and application of the curriculum standard.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 8 Animals</a></li> <li>• <a href="#">Unit 9 Food</a></li> <li>• <a href="#">Unit 10 Days of the Week and Weather</a></li> </ul> <p><b>Beginners Course</b> Units 1,3,6,7,8,9</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00:Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> <li>• </li> </ul>
<p>Ask questions and describe actions</p>		<p><b>Beginner Level: "Ask for, give and respond to simple directions."</b></p> <ul style="list-style-type: none"> <li>• <b>(Getting Started and Beginners courses)Unit 1: Greetings and Introductions:</b> This unit teaches students how to introduce themselves and ask someone else's name. This aligns with the beginner level standard as it involves asking for and giving simple information.</li> <li>• <b>Getting Started, Unit 02: The Classroom:</b>This unit teaches students how to make basic requests to their teacher, which aligns with the beginner level standard of asking for simple directions.</li> </ul> <p><b>Intermediate Level: "Request information about and describe travel plans."</b></p> <ul style="list-style-type: none"> <li>• <b>Beginners Course, Unit 3: Countries and Nationalities:</b> This unit teaches students how to talk about which country they live in or have lived in, which could be extended to discussing travel plans.</li> </ul>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Greetings and Introductions</a></li> <li>• <a href="#">Unit 2: Asking how you are</a></li> <li>• <a href="#">Unit 3: Colours</a></li> <li>• <a href="#">Unit 4: Numbers and Age</a></li> <li>• <a href="#">Unit 05: Classroom Objects</a></li> <li>• <a href="#">Unit 06: Classroom Commands</a></li> <li>• <a href="#">Unit 07: Family</a></li> <li>• <a href="#">Unit 08: Animals</a></li> <li>• <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Unit 07: Meals and Likes/dislikes of Food:</b> This unit teaches students how to order at a café or restaurant, which is a common scenario when travelling.</li> </ul> <p><b>Advanced Level: "Make and respond to suggestions or requests in formal situations such as in a shop, restaurant or airport."</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 07: Meals and Likes/dislikes of Food:</b> This unit teaches students how to order at a café or restaurant, which is a formal situation where they would need to make and respond to requests.</li> <li>● <b>Unit 10: My House:</b> This unit teaches students how to describe their house and its location, which could be extended to describing a house or location in a formal situation, such as renting a house or booking a hotel room.</li> </ul> <p><i>Differentiating within one lesson:</i></p> <ul style="list-style-type: none"> <li>● <b>In Unit 1, beginner students</b> learn how to ask and answer basic questions about themselves and others, such as "What's your name?" and "How are you?" <b>Intermediate and advanced students</b> can build on the foundational language skills learned at the start of each smart lesson by engaging with the more complex content that is available in the middle to the end of each smart EP lesson.</li> <li>● For example, <b>in Unit 1</b>, beginner students learn basic Italian greetings and introductions. Intermediate and advanced students can build on this by practising more advanced conversation skills in the extended responses sections of the writing and speaking lessons. Similarly, <b>in Unit 2</b>, beginner students learn common classroom phrases, while intermediate and advanced students can practise more complex dialogue with teachers and classmates, and engage in role-play scenarios that require more sophisticated language skills.</li> <li>● The scaffolded content in Education Perfect's smart lessons allows intermediate and advanced students to continue building on their language proficiency by completing the more challenging content available in each lesson. This ensures that students of all proficiency levels can work on the same topics, but at a level that is appropriate for their abilities.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>● <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>● <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>● <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>● <a href="#">Italian Pronunciation Guide</a></li> <li>●</li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> <li>● <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>● <a href="#">Unit 08: School subjects</a></li> <li>● <a href="#">Unit 09: Leisure Activities</a></li> <li>● <a href="#">Unit 10: My House</a></li> <li>●</li> </ul>
	<p><b>Use a range of communication strategies to facilitate interactions in</b></p>	<p>In each EP Languages unit, students encounter a wealth of spoken input that demonstrates effective communication within the context of the unit's topic. This exposure helps them understand how to exchange information using the target language. EP's interactive features, such as information slides, annotated text, media integration, and embedded external content, are valuable tools in learning key</p>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions</a></li> <li>● <a href="#">Unit 2: Asking how you are</a></li> </ul>



	<p><b>familiar contexts</b></p>	<p>expressions and vocabulary. Information slides introduce new concepts or provide a recap at the end of a lesson, requiring students to spend a minimum of three seconds on each slide before moving forward. Annotated text is useful for providing elaborations or hints, while media integration allows teachers to incorporate audio, images, or videos to engage students or serve as question prompts. The embed feature enables the integration of external resources, helping students to learn essential expressions and vocabulary for asking for help or clarification when they encounter difficulties with specific concepts or language structures. Additionally, the automatic explanations provided in quizzes when students make errors are valuable learning opportunities for understanding the correct answer and expanding their knowledge.</p> <p><b>Example of application:</b></p> <p><b>Beginner Level: "Ask for help or clarification of what is being said or done."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 1 Greetings and Introductions"</b></li> <li>• How it aligns: This unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are basic communication strategies that beginners can use to ask for help or clarification in a familiar context. For example, they can ask "What is your name?" when they need to clarify someone's name.</li> </ul> <p><b>Intermediate Level: "Offer to explain or clarify for others."</b></p> <ul style="list-style-type: none"> <li>• <b>Beginners Course, Unit: "Unit 02: The Classroom"</b></li> <li>• How it aligns: This unit teaches students how to use common classroom phrases, talk about common classroom items, make basic requests to their teacher, and offer apologies. These skills can be used by intermediate students to offer explanations or clarifications to others. For example, they can explain what items are in the classroom or make requests in the classroom.</li> </ul> <p><b>Advanced Level: "Paraphrase, elaborate on and clarify group contributions."</b></p> <ul style="list-style-type: none"> <li>• <b>Beginners Course, "Unit 09: Leisure Activities"</b></li> <li>• How it aligns: This unit teaches students how to talk about what activities they like or dislike, say when they do different activities, and list different activities. Advanced students can use these skills to paraphrase, elaborate on, and clarify group contributions about leisure activities. For example, they can elaborate on why they like or dislike certain activities, or clarify when they do these activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 3: Colours</a></li> <li>• <a href="#">Unit 4: Numbers and Age</a></li> <li>• <a href="#">Unit 05: Classroom Objects</a></li> <li>• <a href="#">Unit 06: Classroom Commands</a></li> <li>• <a href="#">Unit 07: Family</a></li> <li>• <a href="#">Unit 08: Animals</a></li> <li>• <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>• <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>• <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>• <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>• <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>• <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> <li>• </li> </ul>
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<p><b>Applying knowledge of language systems to interact in the target language</b></p>	<p><b>Use features of the sound system in spoken interactions</b></p>	<p>EP Languages units are designed to provide students with ample listening and speaking input, which models the exchange of information on the topic of the unit.</p> <p>EP helps students develop their ability to use the features of the sound system in spoken interactions through its listening comprehension section. In this section of each unit, <b>students are exposed to 8-10 listening comprehension texts</b>, recorded by native speakers, that highlight various features of the target language sound system, such as pitch, rhythm, stress, and intonation. By listening to and analysing these texts, students can develop their listening skills and improve their ability to recognise and reproduce these features in their own speech.</p> <p>Another key feature of EP's language units is the speaking section. In this section, students are required to complete a variety of speaking tasks that enable them to practise and refine their pronunciation skills. For example, students are given exercises to practise word-level and sentence-level pronunciation, which allows them to focus on the different aspects of the target language sound patterns.</p> <p>One effective technique used in EP's speaking section is the vocabulary list activity. This activity requires students to record their pronunciation of a word, listen back to their recording, and compare it to a native speaker's recording. By repeating the word as many times as necessary, students can perfect their pronunciation of individual words. Similarly, the sentence-level pronunciation activity allows students to practise the correct intonation and stress patterns for sentences, which is essential for effective communication in the target language.</p>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions</a></li> <li>● <a href="#">Unit 2: Asking how you are</a></li> <li>● <a href="#">Unit 3: Colours</a></li> <li>● <a href="#">Unit 4: Numbers and Age</a></li> <li>● <a href="#">Unit 05: Classroom Objects</a></li> <li>● <a href="#">Unit 06: Classroom Commands</a></li> <li>● <a href="#">Unit 07: Family</a></li> <li>● <a href="#">Unit 08: Animals</a></li> <li>● <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>● <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>● <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>● <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>● <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>● <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> </ul>
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			<ul style="list-style-type: none"> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> <li>• </li> </ul>
	<p><b>Use relevant and familiar vocabulary from a range of themes to create texts</b></p>	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> <li>1. <b>Comprehensive Vocabulary Glossaries:</b> EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.</li> <li>2. <b>Thematic Vocabulary:</b> EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example: <ul style="list-style-type: none"> <li>• Beginner students focus on themes such as family, pets, friends, home, and school.</li> <li>• Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.</li> <li>• Advanced students delve into themes such as music, clothing, travel, and technology.</li> </ul> </li> <li>3. <b>Multimedia Resources:</b> EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.</li> <li>4. <b>Interactive Activities:</b> The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts</li> </ol> <p><b>Beginner Level: Themes such as family, pets, friends, home, and school.</b></p>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Greetings and Introductions</a></li> <li>• <a href="#">Unit 2: Asking how you are</a></li> <li>• <a href="#">Unit 3: Colours</a></li> <li>• <a href="#">Unit 4: Numbers and Age</a></li> <li>• <a href="#">Unit 05: Classroom Objects</a></li> <li>• <a href="#">Unit 06: Classroom Commands</a></li> <li>• <a href="#">Unit 07: Family</a></li> <li>• <a href="#">Unit 08: Animals</a></li> <li>• <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>• <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>• <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>• <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>• <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>• <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Unit 1: Greetings and Introductions</b> - This unit introduces students to basic greetings and introductions, which can be used in the context of family, friends, home, and school.</li> <li>● <b>Unit 5: Family and Pets</b> - This unit directly aligns with the theme of family and pets, teaching students how to talk about their family members and pets.</li> <li>● <b>Unit 2: The Classroom</b> - This unit aligns with the theme of school, teaching students how to use common classroom phrases and talk about common classroom items.</li> </ul> <p><b>Intermediate Level: Themes such as neighbourhood, daily routines, sports, and leisure.</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 3: Countries and Nationalities</b> - This unit can be related to the theme of neighbourhood as it teaches students to talk about which country they live in.</li> <li>● <b>Unit 07: Meals and Likes/dislikes of Food</b> - This unit aligns with the theme of daily routines as it teaches students to talk about what they eat for different meals.</li> <li>● <b>Unit 9: Leisure Activities</b> - This unit directly aligns with the themes of sports and leisure, teaching students to talk about what activities they like or dislike.</li> </ul> <p><b>Advanced Level: Themes such as music, clothing, travel, and technology.</b></p> <ul style="list-style-type: none"> <li>● <b>Intermediate Unit 2: Clothing</b> - Even though this unit is at the Intermediate level, it can be used to challenge Advanced students. The unit covers vocabulary and conversations related to clothing, aligning with the theme of clothing.</li> <li>● <b>Advanced Unit 07: Technology</b> - This unit directly aligns with the theme of technology. It covers vocabulary and conversations related to different aspects of technology.</li> <li>● <b>Intermediate Unit 10: Past Holidays</b> - This unit can align with the theme of travel. It covers vocabulary and conversations related to past holidays and travel experiences.</li> </ul> <p>The introductory sections of these units, which are typically more basic, can be particularly useful for challenging Advanced students. As students progress, the units will likely become more complex, allowing students to continue learning and growing within the theme.</p> <p>Again, it's important to note that all of Education Perfect's resources can be edited and customised to suit different school contexts, and the content can be rearranged</p>	<ul style="list-style-type: none"> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> <li>● <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>● <a href="#">Unit 08: School subjects</a></li> <li>● <a href="#">Unit 09: Leisure Activities</a></li> <li>● <a href="#">Unit 10: My House</a></li> </ul> <p><b>Intermediate Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 02: Fashion and Shopping for clothes</a></li> <li>● <a href="#">Unit 7. Introduction: La tecnologia e i social media</a></li> <li>● <a href="#">Unit 10: Past Holidays</a></li> </ul>
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		<p>to suit faculty schemes of work. This allows for flexibility in aligning the platform's content with various curriculum standards.</p>	
	<p><b>Use structures and features of the grammatical system to interact</b></p>	<p>In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.</p> <p>The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.</p> <p>The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.</p> <p><b>Getting Started with Italian:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings, Introductions, and Asking How You Are:</b> These units focus on essential conversational skills. They align well with the descriptor by teaching students to use basic greetings and introductions, which are fundamental structures in the grammatical system for interaction.</li> <li>● <b>Colours, Numbers and Age, Classroom Objects:</b> These units expand vocabulary and introduce sentence structures, enabling students to describe their surroundings and ask questions, thus using grammatical structures to interact.</li> <li>● <b>Classroom Commands and Family:</b> Here, students learn imperative forms and possessive pronouns, crucial grammatical features for giving instructions and discussing family relationships.</li> </ul>	<p><b>Beginners</b> Units 1-10 (Grammar sections).</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> <li>● <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>● <a href="#">Unit 08: School subjects</a></li> <li>● <a href="#">Unit 09: Leisure Activities</a></li> <li>● <a href="#">Unit 10: My House</a></li> <li>●</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Animals, Likes and Dislikes, Days of the Week and Weather, Descriptions:</b> These units further develop students' ability to describe, express opinions, and discuss daily topics, employing various grammatical structures for interaction.</li> </ul> <p><b>Italian Beginners Course:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings and Introductions, The Classroom, Countries and Nationalities:</b> Similar to the "Getting Started" course, these units lay the foundation for interaction using basic grammatical structures like formal/informal speech, articles, and the verbs "avere" and "essere".</li> <li>● <b>Describing People, Family and Pets, Dates and Birthdays:</b> These units go deeper into descriptive language, possessives, and expressing dates and ages, enabling students to interact more personally and detailedly.</li> <li>● <b>Meals and Likes/Dislikes of Food, School Subjects, Leisure Activities, My House:</b> These units cover a range of everyday topics, incorporating verbs like "piacere," "fare," and "andare," and adjective agreement. Students learn to express preferences and describe environments, thus interacting using a broader range of grammatical structures.</li> </ul> <p>Both courses comprehensively cover essential grammatical structures and features, progressively guiding students from basic interactions to more complex ones. The gradual building of skills in both vocabulary and grammar ensures that students develop a robust foundation for interaction in Italian, in line with the content descriptor.</p>	
<p><b>Applying knowledge of the target language culture(s) to interact</b></p>	<p><b>Use language that is appropriate to cultural practices and values to interact</b></p>	<p>EP includes a cultural lesson that complements each Beginners Course unit.</p> <p><b>Beginner Level: "Use verbal and nonverbal language for greetings appropriate to the context, purpose and audience of the interaction."</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1: Greetings and Introductions</b> from both courses are ideal for this level. They focus on culturally appropriate greetings and introductions, teaching students the nuances of formal and informal language in Italian</li> </ul>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 1: Greetings and Introductions</a></li> <li>● <a href="#">Unit 2: Asking how you are</a></li> <li>● <a href="#">Unit 3: Colours</a></li> <li>● <a href="#">Unit 4: Numbers and Age</a></li> <li>● <a href="#">Unit 05: Classroom Objects</a></li> </ul>

		<p>culture. This includes understanding when to use "tu" versus "Lei" and appropriate body language during greetings.</p> <ul style="list-style-type: none"> <li>• Cultural Focus in these units is crucial. It helps students understand the importance of greetings in Italian culture and the differentiation between formal and informal situations, aligning well with the cultural practices and values aspect of the descriptor.</li> </ul> <p><b>Intermediate Level: "Use verbal and nonverbal language for expressing disbelief or surprise appropriate to the context, purpose and audience of the interaction."</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 02: The Classroom</b> can be aligned to this standard. While the unit primarily focuses on common classroom phrases, basic requests, and apologies, it can be expanded to include expressions of disbelief or surprise.</li> <li>• Suggested Enhancement: Teachers could incorporate additional lessons or exercises that specifically target expressions of disbelief or surprise. For example, learning phrases like "Davvero?" (Really?) or "Non ci posso credere!" (I can't believe it!) can be practiced in role-play scenarios simulating classroom interactions.</li> <li>• <b>Unit 7: Meals and Likes/Dislikes of Food</b> Suggested Enhancement: Disbelief: Learning about unique Italian dishes, "Non posso credere che mangino questo in Italia!" (I can't believe they eat this in Italy!). Surprise: Discovering a classmate dislikes a popular dish, "Davvero non ti piace la pizza?" (You really don't like pizza?).</li> <li>• <b>Unit 5: Family and Pets</b> Suggested Enhancement: Disbelief: In discussions about family size, "Non è possibile! Hai davvero sei fratelli?" (It's not possible! Do you really have six siblings?). Surprise: When a classmate talks about an unusual pet, "Veramente? Un serpente come animale domestico?" (Really? A snake as a pet?).</li> </ul> <p><b>Advanced Level: "Use appropriate idioms in interactions."</b></p> <ul style="list-style-type: none"> <li>• While EP units may not explicitly focus on idioms, they can be seamlessly integrated into various units. <ul style="list-style-type: none"> <li>• <b>Suggested Implementation:</b> Teachers can introduce idioms in context. For example, <b>in Unit 09: Leisure Activities</b>, idioms related to hobbies and pastimes could be introduced. <b>In Unit 07: Meals and Likes/Dislikes of Food</b>, food-related idioms can be taught. This</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Unit 06: Classroom Commands</a></li> <li>• <a href="#">Unit 07: Family</a></li> <li>• <a href="#">Unit 08: Animals</a></li> <li>• <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>• <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>• <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>• <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>• <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>• <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> <li>• </li> </ul>
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		<p>method ensures students learn idioms in a relevant and memorable context.</p>	
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- **Cultural Relevance:** Teaching idioms also offers a deeper insight into Italian culture, as idioms often reflect cultural values and practices.



# Understanding Texts:

(Listening, Speaking, Reading, Writing)

## Outcome: ML4-UND-01

### Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Understanding and responding to spoken, written and multimodal target language texts</p>	<p>Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes</p>	<p>In the Beginner Language units, EP provides comprehensive listening and reading comprehension sections in each unit. Each unit comprises ten listening comprehension texts and ten reading comprehension texts, exposing students to diverse text types such as blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, and brochures.</p> <p>Students are required to answer various comprehension questions based on these texts, which include multiple-choice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills. Students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts.</p> <p><b>Listening and Reading Topics</b> across all units are designed to enhance comprehension skills within a controlled vocabulary range, ensuring that students are gradually exposed to new language in a familiar and predictable context.</p> <p><b>Blended Approach:</b></p>	<p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol> <p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">4. Reading Comprehension: The Classroom</a></li> </ol>

		<p>Combining elements from both courses allows for a more comprehensive learning experience. For instance, the "Getting Started with Italian" course lays a strong foundational vocabulary which can be further explored and expanded in the "Italian Beginners Course."</p> <p><b>Video Content</b> at the intermediate and advanced level can also complement the courses, offering visual and auditory stimuli that reinforce the learning objectives and make the learning experience more dynamic and engaging.</p> <p><b>Authentic Visual Texts Lessons:</b></p> <p>In these lessons, students explore three visual texts they may encounter while using Italian in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.</p>	<ol style="list-style-type: none"> <li>3. <a href="#">4. Reading Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">4. Reading Comprehension: Describing People</a></li> <li>5. <a href="#">4. Reading Comprehension: Family and Pets</a></li> <li>6. <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">4. Reading Comprehension: School Subjects</a></li> <li>9. <a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li>10. <a href="#">4. Reading Comprehension: My House</a></li> </ol> <p><b>Authentic Visual Texts Lessons:</b></p> <p><b>Beginner Level</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Greetings and Introductions</a></li> <li>• <a href="#">The Classroom</a></li> <li>• <a href="#">Countries and Nationalities</a></li> <li>• <a href="#">Describing People</a></li> <li>• <a href="#">Family and Pets</a></li> <li>• <a href="#">Dates and Birthdays</a></li> <li>• <a href="#">Meals and Liking/Dislinking Food</a></li> <li>• <a href="#">School Subjects</a></li> <li>• <a href="#">Leisure Activities</a></li> <li>• <a href="#">My House</a></li> </ul>
	<p><b>Content descriptor:</b> Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p>	<p>These units focus on discussing personal information such as family, pets, countries of residence, nationality, and personal descriptions.</p> <p>Through a comprehensive approach, EP ensures that students at all levels, from beginners to advanced learners, can effectively develop and use comprehension strategies to better understand and interpret texts.</p>	<p>Beginners Units 1-10 (comprehension sections)</p> <p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> </ol>

Beginner students activate, use, and share prior knowledge to understand texts, while intermediate students rely on contextual clues. Advanced students are expected to summarise and explain the main ideas in extended response sections.

Education Perfect helps students develop comprehension strategies by offering:

- Listening and reading lessons with authentic spoken, written, and multimodal texts.
- A large bank of video lessons and activities to locate and process information and ideas.
- Introduction lessons that introduce key language concepts.
- Over 300 original listening and reading comprehension texts per language, scaffolded to cater to different skill levels.

**Authentic Visual Texts Lessons:**

In these lessons, students explore three visual texts they may encounter while using Italian in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.

2. [3. Listening Comprehension: The Classroom](#)
3. [3. Listening Comprehension: Countries and Nationality](#)
4. [3. Listening Comprehension: Describing People](#)
5. [3. Listening Comprehension: Family and Pets](#)
6. [3. Listening Comprehension: Dates and Birthdays](#)
7. [3. Listening Comprehension: Meals and Liking/Disliking Food](#)
8. [3. Listening Comprehension: School Subjects](#)
9. [3. Listening Comprehension: Leisure Activities](#)
10. [3. Listening Comprehension: My House](#)

**Beginners Units 1-10 (Reading comprehension sections)**

1. [4. Reading Comprehension: Greetings and Introductions](#)
2. [4. Reading Comprehension: The Classroom](#)
3. [4. Reading Comprehension: Countries and Nationality](#)
4. [4. Reading Comprehension: Describing People](#)
5. [4. Reading Comprehension: Family and Pets](#)
6. [4. Reading Comprehension: Dates and Birthdays](#)
7. [4. Reading Comprehension: Meals and Liking/Disliking Food](#)
8. [4. Reading Comprehension: School Subjects](#)
9. [4. Reading Comprehension: Leisure Activities](#)
10. [4. Reading Comprehension: My House](#)

**Authentic Visual Texts Lessons:**

**Beginner Level**

- [Greetings and Introductions](#)
- [The Classroom](#)
- [Countries and Nationalities](#)
- [Describing People](#)
- [Family and Pets](#)

			<ul style="list-style-type: none"> <li>• <a href="#">Dates and Birthdays</a></li> <li>• <a href="#">Meals and Liking/Disliking Food</a></li> <li>• <a href="#">School Subjects</a></li> <li>• <a href="#">Leisure Activities</a></li> <li>• <a href="#">My House</a></li> </ul>
	<p><b>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</b></p>	<ul style="list-style-type: none"> <li>• EP supports students in responding appropriately to texts in the target language or English. The platform offers a range of resources, activities, and methods to ensure students can practise listening, reading, writing, and speaking skills while interpreting information, opinions, and ideas. EP enhances students' comprehension and engagement with genuine content by providing diverse resources.</li> <li>• The platform accommodates different proficiency levels, ensuring that all students benefit from interacting with authentic texts.</li> </ul> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• Beginner students create English responses based on target language narrative texts, while intermediate students can develop target language responses in the immersion smart lessons. Advanced students can focus on classifying and presenting data extracted from target language factual texts, such as websites or other text types.</li> </ul> <p><b>Authentic Visual Texts Lessons:</b></p> <p>In these lessons, students explore three visual texts they may encounter while using Italian in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.</p>	<p>Beginners Units 1-10 (comprehension sections)</p> <p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol> <p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">4. Reading Comprehension: The Classroom</a></li> <li>3. <a href="#">4. Reading Comprehension: Countries and Nationality</a></li> </ol>

			<ol style="list-style-type: none"> <li>4. <a href="#">4. Reading Comprehension: Describing People</a></li> <li>5. <a href="#">4. Reading Comprehension: Family and Pets</a></li> <li>6. <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">4. Reading Comprehension: School Subjects</a></li> <li>9. <a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li>10. <a href="#">4. Reading Comprehension: My House</a></li> </ol> <p><b>Authentic Visual Texts Lessons:</b></p> <p><b>Beginner Level</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Greetings and Introductions</a></li> <li>• <a href="#">The Classroom</a></li> <li>• <a href="#">Countries and Nationalities</a></li> <li>• <a href="#">Describing People</a></li> <li>• <a href="#">Family and Pets</a></li> <li>• <a href="#">Dates and Birthdays</a></li> <li>• <a href="#">Meals and Liking/Disliking Food</a></li> <li>• <a href="#">School Subjects</a></li> <li>• <a href="#">Leisure Activities</a></li> <li>• <a href="#">My House</a></li> </ul>
	<p><b>Demonstrate understanding of the context, purpose and audience in predictable texts</b></p>	<p>By using EP's Listening and Reading Comprehension Sections, teachers can guide students through various stages of language learning, gradually introducing them to more complex language structures, text types, and cultural elements. This approach helps students develop a well-rounded understanding of the context, purpose, and audience in predictable texts, ultimately improving their overall language proficiency.</p> <p><i>Example:</i></p>	<p>beginners Units 1-10 (comprehension sections)</p> <p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> </ol>

- **Beginner:** At this stage, teachers can ask beginner students to identify and use different structures and linguistic features from a range of text types offered by EP. This helps students gain familiarity with the building blocks of language and develop a solid foundation for further learning.
- **Intermediate:** As students progress throughout the smart lesson and get more challenging content, teachers can challenge them to identify and explain how texts are constructed, including text features such as greetings in correspondence. This level of analysis allows students to develop a deeper understanding of language use in different contexts and appreciate the nuances of communication.
- **Advanced:** At this stage, teachers can ask advanced students to identify cultural references in texts and explain their effect on the audience. This higher-order thinking skill enables students to recognise the impact of culture on language and communication, fostering a more profound understanding of the target language

**Authentic Visual Texts Lessons:**

In these lessons, students explore three visual texts they may encounter while using Italian in real-life scenarios related to each topic. Students are also introduced to some strategies to help you understand a visual text.

2. [3. Listening Comprehension: The Classroom](#)
3. [3. Listening Comprehension: Countries and Nationality](#)
4. [3. Listening Comprehension: Describing People](#)
5. [3. Listening Comprehension: Family and Pets](#)
6. [3. Listening Comprehension: Dates and Birthdays](#)
7. [3. Listening Comprehension: Meals and Liking/Disliking Food](#)
8. [3. Listening Comprehension: School Subjects](#)
9. [3. Listening Comprehension: Leisure Activities](#)
10. [3. Listening Comprehension: My House](#)

**Beginners Units 1-10 (Reading comprehension sections)**

1. [4. Reading Comprehension: Greetings and Introductions](#)
2. [4. Reading Comprehension: The Classroom](#)
3. [4. Reading Comprehension: Countries and Nationality](#)
4. [4. Reading Comprehension: Describing People](#)
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**Authentic Visual Texts Lessons:**

**Beginner Level**

- [Greetings and Introductions](#)
- [The Classroom](#)
- [Countries and Nationalities](#)
- [Describing People](#)

			<ul style="list-style-type: none"> <li>• <a href="#">Family and Pets</a></li> <li>• <a href="#">Dates and Birthdays</a></li> <li>• <a href="#">Meals and Liking/Disliking Food</a></li> <li>• <a href="#">School Subjects</a></li> <li>• <a href="#">Leisure Activities</a></li> <li>• <a href="#">My House</a></li> </ul>
<b>Applying knowledge of language systems to understand and respond to target language texts</b>	<b>Use knowledge of features of the sound system to understand texts</b>	EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.	Beginners Units 1-10 (listening comprehension sections) <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol>
	<b>Use knowledge of sound-symbol correspondences to understand and respond to texts</b>	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.	Beginners Units 1-10 (Listening comprehension sections) <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> </ol>

			<ol style="list-style-type: none"> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol>
	<p><b>Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts</b></p>	<p><b>Getting Started with Italian</b> focuses on fundamental Italian language skills. It begins with basics like greetings, introductions, feelings, and progresses to more complex topics like family, pets, and daily activities. Each unit is designed to build vocabulary and understanding progressively, starting from simple greetings and moving towards more elaborate descriptions and conversations.</p> <p>For instance:</p> <ul style="list-style-type: none"> <li>• <b>Unit 1 (Greetings and Introductions) and Unit 2 (Asking How You Are)</b> lay the foundation for understanding and responding to simple texts.</li> <li>• <b>Units like Classroom Commands and Colours</b> involve more specific vocabulary and context, aiding students in comprehending and responding to a wider range of texts.</li> </ul> <p><b>The Italian Beginners Course</b> further expands on these foundations. It delves deeper into culturally relevant themes and everyday contexts, such as school subjects, leisure activities, and descriptions of family and pets. The progression from greetings to more personal topics like family and preferences allows students to build a comprehensive vocabulary base.</p> <p>For example:</p>	<p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol> <p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">4. Reading Comprehension: The Classroom</a></li> <li>3. <a href="#">4. Reading Comprehension: Countries and Nationality</a></li> </ol>



		<ul style="list-style-type: none"> <li>• <b>Units on School Subjects and Leisure Activities</b> provide thematic vocabulary that is essential for understanding and responding to texts about daily life and personal interests.</li> <li>• Units on Describing People and Family and Pets emphasise descriptive language, enhancing students' ability to understand and create more detailed texts.</li> </ul> <p>Both courses emphasise practical language use, cultural insights, and varied linguistic structures. The integration of listening, reading, speaking, and writing activities ensures a holistic learning experience. By covering a broad spectrum of topics and gradually increasing complexity, these courses effectively support students in developing their ability to understand and respond to a variety of Italian texts, aligning with the curriculum requirements for Years 7 and 8.</p>	<ol style="list-style-type: none"> <li>4. <a href="#">4. Reading Comprehension: Describing People</a></li> <li>5. <a href="#">4. Reading Comprehension: Family and Pets</a></li> <li>6. <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">4. Reading Comprehension: School Subjects</a></li> <li>9. <a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li>• <a href="#">4. Reading Comprehension: My House</a></li> </ol> <p><b>Authentic Visual Texts Lessons:</b></p> <p><b>Beginner Level</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Greetings and Introductions</a></li> <li>• <a href="#">The Classroom</a></li> <li>• <a href="#">Countries and Nationalities</a></li> <li>• <a href="#">Describing People</a></li> <li>• <a href="#">Family and Pets</a></li> <li>• <a href="#">Dates and Birthdays</a></li> <li>• <a href="#">Meals and Liking/Disliking Food</a></li> <li>• <a href="#">School Subjects</a></li> <li>• <a href="#">Leisure Activities</a></li> <li>• <a href="#">My House</a></li> </ul>
	<p>Use knowledge of structures and features of the grammatical system to understand and respond to texts</p>	<p><b>Getting Started with Italian</b></p> <p><b>Unit 1: Greetings and Introductions</b></p> <ul style="list-style-type: none"> <li>• Use of formal and informal greetings and introductions</li> <li>• Use of the verb "chiamarsi" (to be called/named)</li> </ul>	<p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> </ol>

- Basic sentence structure for greetings and introductions.
- Unit 2: Asking how you are**
- Using "I am" (positive and negative) in context.
  - Using adjectives to describe moods, feelings, and nationalities.
  - Comparing and contrasting feelings.
  - [Verbs related to nationalities, if relevant.]
- Unit 3: Colours**
- Forming questions about colours, e.g., "What colour is it?".
  - Structuring sentences to express preferences.
  - Formulating sentences or dialogues using provided words.
- Unit 4: Numbers and Age**
- Formation and usage of numerical patterns.
  - Sentence structure in asking age-related questions.
- Unit 5: Classroom Objects**
- Introduction to Italian gender (masculine/feminine) and number (singular/plural) agreements.
  - Sentence construction with "Nel mio... ho..." (In my... I have...).
  - Questions: "Che cosa hai nell'astuccio?" (What do you have in your pencil case?) and "Hai...?" (Do you have...?).
- Unit 6: Classroom Commands**
- Imperative mood for commands (e.g., "Guardate", "Ascoltate", "Alzatevi").
  - Constructing and comprehending simple sentences with classroom commands.
- Unit 7: Family**
- Use of possessive pronouns (e.g., mio, mia).
  - Forming questions about family members (e.g., Hai fratelli o sorelle?).
  - Responding to questions about family (e.g., Siamo in \_\_\_).
  - Using the verb "chiamare" in its various forms (e.g., Si chiama \_\_\_).
- Unit 8: Animals**
- Using the verb 'avere' (to have) in context.
  - Forming questions: "Hai animali domestici?" (Do you have any pets?).
  - Descriptive structures: "Come si chiama \_\_\_?" (What is \_\_\_ called?).

4. [3. Listening Comprehension: Describing People](#)
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**Beginners Units 1-10 (Reading comprehension sections)**

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**Authentic Visual Texts Lessons:**

**Beginner Level**

- [Greetings and Introductions](#)
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- Expressing preference: "Il mio animale preferito e' \_\_\_" (My favorite animal is \_\_\_).

**Unit 9: Likes and Dislikes - Food and Activities**

- Mastery of "Mi piace" and "Mi piacciono" in diverse contexts.
- Formulating questions about personal preferences.
- Advanced sentence structures involving likes and dislikes.
- Constructing and rearranging sentences for correct syntax.

**Unit 10: Days of the Week and Weather**

- Days of the week and their order.
- Question formation about the current and next day.
- Vocabulary and phrases associated with describing the weather.

**Unit 11: Descriptions**

- Italian adjective-noun agreement based on gender and plurality (e.g., alto/alta).
- Placement of adjectives after nouns in descriptive sentences (e.g., il gallo grasso).

**Unit 12: Countries and Nationalities**

- Present tense of the verbs "live" and "speak" (I live, you live, he/she lives, I speak, you speak, he/she speaks).
- Use of prepositions "at" and "in" in the context of countries and places.

**Unit 13: Time**

- Use of "Sono le\_\_\_" for expressing time.
- Vocabulary for parts of the hour (e.g., "quarter past," "half past," "ten to").
- Conjugation of the verb "to arrive" (arrivare) in the present tense.

**Beginner Course:**

**Unit 01: Greetings and Introductions**

- Key Focus: Formality in greetings; use of basic interrogatives.
- Application: Students learn to choose appropriate greetings based on the context and ask basic introductory questions.

**Unit 02: The Classroom**

- Key Focus: Articles and gender; verb "avere" (to have).
- Application: Students practise describing classroom objects and activities, focusing on gendered nouns and possession.

- [Meals and Liking/Disliking Food](#)
- [School Subjects](#)
- [Leisure Activities](#)
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**GRAMMAR LESSONS:**

[Present Tense Verbs](#)

[Adjective](#)

[Comparative and Superlatives](#)

[Future Tense](#)

[Future Perfect](#)

[Present Progressive](#)

[Present Perfect](#)

[Imperfect](#)

[Pluperfect](#)

[Past Historic](#)

[Present Conditional](#)

[Past Conditional](#)

[Subjunctive Present](#)

[Imperfect](#)

[Perfect](#)

[Pluperfect](#)

[Imperative](#)

[Gerund](#)

[Reflexive](#)

[Superlative Forms](#)

[Adverbs](#)

[Personal Pronouns](#)

[Combined Pronouns](#)

[Relative Pronouns](#)

[Interrogative Pronouns](#)

[Demonstrative Pronouns](#)

[Indefinite Pronouns](#)

[Conjunctions](#)

[False Friends](#)

[Indefinite Pronouns](#)

**Unit 03: Countries and Nationalities**

- Key Focus: Verb “essere” (to be); Basic adjective agreement with nationality adjectives.
- Application: Discussing nationalities and countries, with an emphasis on correct use of the verb ‘to be’ and adjective agreements.

**Unit 04: Describing People**

- Key Focus: Use of “essere” and “avere”; adjectives.
- Application: Describing physical and personality traits of people, using verbs for physical characteristics and personality.

**Unit 05: Family and Pets**

- Key Focus: Verb “avere” (to have); possessive adjectives.
- Application: Talking about family members and pets, focusing on expressing possession and relationships.

**Unit 06: Dates and Birthdays**

- Key Focus: Expressing dates and ages; verb “avere”.
- Application: Discussing dates, birthdays, and ages, practising numerical expressions and age-related vocabulary.

**Unit 07: Meals and Likes/Dislikes of Food**

- Key Focus: Verbs mangiare, bere, and piacere; articoli.
- Application: Expressing preferences for food, discussing meals, and using verbs related to eating and liking.

**Unit 08: School Subjects**

- Key Focus: Verb “piacere” (to like); verbs ending in “-are”.
- Application: Talking about school subjects, expressing likes and dislikes, and using verbs related to school activities.

**Unit 09: Leisure Activities**

- Key Focus: Verbs “fare” (to do/make), “andare” (to go); leisure activity vocabulary.
- Application: Discussing leisure activities, utilising verbs for actions and movements.

**Unit 10: My House**

- Key Focus: Adjective agreement; verbs “essere” and “avere” for descriptions.
- Application: Describing houses and rooms, focusing on adjective-noun agreement and the use of descriptive verbs.

[Negations](#)

[Numerals](#)

[Prepositions](#)

[Reflexive Pronouns](#)

[Passive Voice](#)

[Modal Verbs](#)

[Reflexive Verbs](#)

[Perfect Subjunctive](#)

[Imperfect Subjunctive](#)

[Articles](#)

[Demonstrative Adjectives](#)

[Indefinite and Interrogative Adjectives](#)

[Irregular Adjectives](#)

[Possessive Adjectives](#)

[Suffixes and Prefixes](#)

		<p>The listening and reading comprehension topics about home and living situations provide students with practical contexts to apply their grammatical knowledge.</p> <p>The course materials provide comprehensive coverage of the topics, and the vocabulary lists help students understand and use the key terms and phrases. The assessments provide opportunities for students to demonstrate their understanding and application of the grammatical structures and features. The manually marked assessments also provide opportunities for personalised feedback and guidance.</p> <p>Moreover, the platform's interactive nature and immediate feedback system allow students to learn at their own pace and understand their strengths and weaknesses. This helps them to focus on areas that need improvement, thus enhancing their understanding and application of the grammatical system.</p>	
	<p><b>Recognise and use structures and features of the target language writing system to understand and respond to texts</b></p>	<p><b>Getting Started with Italian:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings and Introductions (Unit 1):</b> Alignment: Introduces basic sentence structures, formal and informal language use, and vocabulary, which are foundational in understanding and responding to simple texts in Italian.</li> <li>● <b>Asking How You Are (Unit 2):</b> Alignment: Enhances vocabulary on emotions and well-being, aiding in comprehension of texts that involve personal details and feelings.</li> <li>● <b>Colours, Numbers and Age, Classroom Objects, etc. (Units 3 to 5):</b> Alignment: Builds essential vocabulary and sentence structures. Understanding descriptions and questions about everyday objects and numbers is key to text comprehension.</li> <li>● <b>Classroom Commands (Unit 6):</b> Alignment: Familiarises students with imperative forms, which are a crucial aspect of the writing system and help in understanding instructional texts.</li> </ul>	<p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">4. Reading Comprehension: The Classroom</a></li> <li>3. <a href="#">4. Reading Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">4. Reading Comprehension: Describing People</a></li> <li>5. <a href="#">4. Reading Comprehension: Family and Pets</a></li> <li>6. <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">4. Reading Comprehension: School Subjects</a></li> <li>9. <a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li>10. <a href="#">4. Reading Comprehension: My House</a></li> </ol> <p><b>Authentic Visual Texts Lessons:</b></p>

**Family, Animals, Food, etc. (Units 7 to 10):**

- Alignment: Expands vocabulary and grammatical structures, essential for reading comprehension and constructing responses.
- Descriptions, Countries and Nationalities, Time (Mini Units):**
- Alignment: Strengthens the ability to describe, ask, and answer questions about various topics, a skill vital for understanding and responding to diverse text types.

**Italian Beginners Course:**

**Greetings and Introductions (Unit 01):**

- Alignment: Similar to the "Getting Started" course, it lays the foundation for recognising sentence structures and vocabulary in written texts.

**The Classroom, Countries and Nationalities, etc. (Units 02 to 03):**

- Alignment: Reinforces knowledge of everyday language and extends understanding of the Italian language in different contexts.

**Describing People, Family and Pets, etc. (Units 04 to 05):**

- Alignment: Develops skills in description and identification, crucial for comprehending and responding to more detailed texts.

**Dates and Birthdays, Meals, School Subjects, etc. (Units 06 to 10):**

- Alignment: Introduces more complex structures and vocabularies, enhancing the ability to understand diverse text types and respond appropriately.

**Overall Integration:**

- **Vocabulary and Grammar:** Both courses systematically build vocabulary and grammatical understanding, essential for recognising and using the structures of the Italian language.
- **Practical and Cultural Contexts:** By incorporating cultural insights and practical applications, students gain a deeper understanding of how the language functions in various contexts, aiding in comprehension and response.

**Beginner Level**

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		<ul style="list-style-type: none"> <li>• <b>Progressive Complexity:</b> The courses and lessons progress from simple to more complex topics, gradually equipping students with the skills to understand and respond to a range of texts.</li> </ul>	
	<p><b>Use familiar metalanguage to compare target language structures and features with English</b></p>	<p>EP Languages units often use familiar metalanguage to help students understand the differences and similarities between the target language and English. This comparative approach facilitates a deeper understanding of the target language's structures and features, which, in turn, aids comprehension and response to texts. Teachers can delve deeper into how some of these Italian language structures can be compared to English using metalanguage:</p> <p><b>Examples below:</b></p> <p><b>Greetings and Introductions (Both Courses)</b></p> <ul style="list-style-type: none"> <li>• Alignment: The courses explore the nuances of formal and informal greetings in Italian, such as "Ciao" versus "Buongiorno", and contrast them with the more universal "Hello" in English. Discussions on formality levels in greetings in both languages can enhance cultural and linguistic understanding.</li> </ul> <p><b>Asking How You Are (Getting Started) and The Classroom (Beginners)</b></p> <ul style="list-style-type: none"> <li>• Alignment: These units cover expressions of feelings and classroom interactions in Italian, compared to English. This includes examining different ways to ask and respond to "How are you?" and understanding the cultural context behind these expressions.</li> </ul> <p><b>Colours, Numbers and Age, Classroom Objects (Getting Started)</b></p>	<p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">3. Listening Comprehension: The Classroom</a></li> <li>3. <a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">3. Listening Comprehension: Describing People</a></li> <li>5. <a href="#">3. Listening Comprehension: Family and Pets</a></li> <li>6. <a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">3. Listening Comprehension: School Subjects</a></li> <li>9. <a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li>10. <a href="#">3. Listening Comprehension: My House</a></li> </ol> <p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li>1. <a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li>2. <a href="#">4. Reading Comprehension: The Classroom</a></li> <li>3. <a href="#">4. Reading Comprehension: Countries and Nationality</a></li> <li>4. <a href="#">4. Reading Comprehension: Describing People</a></li> <li>5. <a href="#">4. Reading Comprehension: Family and Pets</a></li> <li>6. <a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li>7. <a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li>8. <a href="#">4. Reading Comprehension: School Subjects</a></li> </ol>

- Alignment: Focusing on basic vocabulary and sentence structures, these units enable students to compare noun-adjective agreements and question formations. For instance, the adjective placement after nouns in Italian versus before nouns in English, and the different use of periods and commas in numbers.

**Countries and Nationalities, Describing People (Both Courses)**

- Alignment: These units delve into how nationalities, countries, and personal descriptions are conveyed differently in Italian and English, particularly highlighting adjective agreements and the usage of “essere” (to be) and “avere” (to have).

**Family and Pets, Dates and Birthdays, Meals (Beginners)**

- Alignment: Students explore the structural differences in expressing family relations, dates, and food preferences. This includes comparing possessive structures and the variation in date formats between the two languages.

**School Subjects, Leisure Activities, My House (Beginners)**

- Alignment: These units offer a comparison of everyday vocabulary and sentence structures, such as discussing school subjects, hobbies, and home environments. This includes understanding verb conjugations and the cultural implications of these topics in both languages.

**Additional Units (Getting Started)**

- Alignment: Covering a broad range of topics like animals, likes and dislikes, weather, and time, these units provide ample opportunities for students to compare verbs, adjectives, and conceptual understanding of time between Italian and English.

9. [4. Reading Comprehension: Leisure Activities](#)
10. [4. Reading Comprehension: My House](#)

**Authentic Visual Texts Lessons:**

**Beginner Level**

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- [Leisure Activities](#)
- [My House](#)



<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity</p>	<p><b>Developing Intercultural Understanding:</b></p> <ul style="list-style-type: none"> <li>Units like "<b>Greetings and Introductions</b>", "<b>Asking how you are</b>", and "<b>Family</b>" in the "<b>Getting Started with Italian</b>" course foster intercultural understanding. Students learn not just the language, but also the cultural nuances of greetings, family dynamics, and expressing emotions in Italian culture.</li> <li>The "<b>Italian Beginners Course</b>" continues this theme, with units such as "<b>Meals and Likes/dislikes of Food</b>" and "<b>Leisure Activities</b>" offering insights into Italian lifestyle and values. Understanding how Italians interact over meals or spend leisure time enhances students' cultural appreciation.</li> </ul> <p><b>Reflecting on Language and Culture:</b></p> <ul style="list-style-type: none"> <li>Units addressing classroom commands, describing people, and discussing pets give students the opportunity to compare Italian educational culture, family structure, and attitudes towards pets with their own experiences. This reflection deepens their understanding of how language intertwines with cultural practices.</li> <li>The "<b>Italian Beginners Course</b>" units such as "<b>School subjects</b>" and "<b>My House</b>" allow students to reflect on differences and similarities between their own school life and home environment and those in Italy.</li> </ul> <p><b>Responding to Texts:</b></p> <ul style="list-style-type: none"> <li>The listening and reading components of each unit ensure that students are constantly engaging with authentic Italian texts. This engagement helps them observe how language is used in various contexts – from formal to informal settings.</li> <li>Authentic tasks at the end of each unit encourage students to apply their learning in real-world situations, further connecting language with culture.</li> </ul>	<p>Beginners Units 1-10 (Listening comprehension sections)</p> <ol style="list-style-type: none"> <li><a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li><a href="#">3. Listening Comprehension: The Classroom</a></li> <li><a href="#">3. Listening Comprehension: Countries and Nationality</a></li> <li><a href="#">3. Listening Comprehension: Describing People</a></li> <li><a href="#">3. Listening Comprehension: Family and Pets</a></li> <li><a href="#">3. Listening Comprehension: Dates and Birthdays</a></li> <li><a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></li> <li><a href="#">3. Listening Comprehension: School Subjects</a></li> <li><a href="#">3. Listening Comprehension: Leisure Activities</a></li> <li><a href="#">3. Listening Comprehension: My House</a></li> </ol> <p>Beginners Units 1-10 (Reading comprehension sections)</p> <ol style="list-style-type: none"> <li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li><a href="#">4. Reading Comprehension: The Classroom</a></li> <li><a href="#">4. Reading Comprehension: Countries and Nationality</a></li> <li><a href="#">4. Reading Comprehension: Describing People</a></li> <li><a href="#">4. Reading Comprehension: Family and Pets</a></li> <li><a href="#">4. Reading Comprehension: Dates and Birthdays</a></li> <li><a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></li> <li><a href="#">4. Reading Comprehension: School Subjects</a></li> <li><a href="#">4. Reading Comprehension: Leisure Activities</a></li> <li><a href="#">4. Reading Comprehension: My House</a></li> </ol> <p><b>Authentic Visual Texts Lessons:</b></p> <p><b>Beginner Level</b></p> <ul style="list-style-type: none"> <li><a href="#">Greetings and Introductions</a></li> <li><a href="#">The Classroom</a></li> </ul>
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**Comparative Cultural Practices and Values:**

- Units such as "**Days of the Week and Weather**" and "**Descriptions**" offer a platform for students to compare everyday life and social norms in Italy with their own experiences.
- The variety of topics covered in both courses allows for a comprehensive exploration of Italian culture, from family dynamics and social etiquette to leisure activities and educational norms.

- [Countries and Nationalities](#)
- [Describing People](#)
- [Family and Pets](#)
- [Dates and Birthdays](#)
- [Meals and Liking/Disliking Food](#)
- [School Subjects](#)
- [Leisure Activities](#)
- [My House](#)

# Creating Texts:

(Speaking, Writing)

## Outcomes: ML4-CRT-01

Create a range of texts for familiar communicative purposes by using culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience</p>	<p>Create informative texts to describe and share information about themselves and their personal world</p>	<p><b>Beginner Level: The curriculum standard for beginners requires students to create a text to describe an Australian animal and its features in the target language, making connections with local Aboriginal Languages of the same animal, such as Kookaburra/Gugubarra (Wiradjuri)</b></p> <p>In the context of the Italian units provided, the <b>"Unit 02: Family and Pets"( Beginners Course)</b> could be adapted to meet this standard. Students could learn to describe an Australian animal as if it were a pet, using the vocabulary and grammar points taught in this unit. They could also learn the Aboriginal name of the animal and include it in their description.</p> <p><b>Intermediate Level: The curriculum standard for intermediate students requires them to create a text to present an Acknowledgement of Country in the target language.</b></p> <p>This could be achieved using <b>"Unit 03: Countries and Nationalities"( Beginners Course)</b> . Students could learn to talk about Australia, its Aboriginal heritage, and its place in the world. They could also learn to express their respect for the traditional custodians of the land in the target language.</p> <p><b>Advanced Level: The curriculum standard for advanced students requires them to create a text in the target language to explain one or more aspects of Aboriginal and/or Torres Strait Islander astronomies.</b></p>	<p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00:Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>

		<p>This could be achieved using "<b>Unit 09: Leisure Activities</b>"( <b>Beginners Course</b>) . Students could learn to talk about astronomy as a leisure activity, using the vocabulary and grammar points taught in this unit. They could also learn to explain specific aspects of Aboriginal and/or Torres Strait Islander astronomies in the target language.</p>	
	<p><b>Create imaginative texts</b></p>	<p><b>Beginner Level: “a role-play between two people discussing their opinions about school”.</b></p> <p><b>Unit 03: The Classroom ( Beginners Course)</b> is the most appropriate for this level. The learning outcomes and course material of this unit focus on common classroom phrases, talking about common classroom items, making basic requests to the teacher, and offering apologies. The role-play can be a conversation between two students discussing their opinions about different classroom items, their teachers, and the subjects they are studying.</p> <p><b>Intermediate Level: “a picture book to describe significant people in their lives.”</b></p> <p><b>Unit 05: Family and Pets and Unit 04: Describing People ( Beginners Course)</b> can be used for this level. The learning outcomes of these units include describing oneself, family members, and pets. The picture book can include descriptions of family members and pets, using the vocabulary and grammar points learned in these units.</p> <p><b>Advanced Level: “a short film on a topic of personal interest.”</b></p> <p>This can be aligned with multiple units depending on the student's personal interest. For instance, if a student is interested in food, <b>Unit 07: Meals and Likes/dislikes of Food ( Beginners Course)</b> can be used. If the student is interested in hobbies or leisure activities, <b>Unit 09: Leisure Activities ( Beginners Course)</b> would be appropriate. The short film can be a narrative or documentary-style presentation using the vocabulary and grammar points from the chosen unit.</p>	<p><b>Beginners Course</b> Units 1-10 (writing and speaking sections)</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00:Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>

In all these examples, the "Authentic Task" sections of each unit can be used as a basis for the imaginative texts. The tasks can be adapted to fit the format of the role-play, picture book, or short film. The assessments provided in each unit can also be used to evaluate the students' understanding and application of the vocabulary and grammar points in their imaginative texts.

**Use familiar text features**

**Beginner Level: "Use elements of common text types such as beginning and ending an informal email."**

**Examples**

**Unit 1: Greetings and Introductions and Unit 06: Dates and Birthdays** could be aligned with this standard. The unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are common elements in beginning an informal email. For example, the "Writing: Greetings and Introductions" lesson could help students learn how to start and end an email in Italian.

**Intermediate Level: "Use cohesive devices such as connectives to sequence actions."**

**Unit 02: The Classroom** could be suitable for this standard. The unit covers common classroom phrases and making basic requests to the teacher, which could involve using connectives to sequence actions. For instance, in the "Speaking: The Classroom" lesson, the teacher might introduce new connective devices for students to sequence their requests or responses.

**Advanced Level: "Use specific structures and features of text types such as style and layout."**

**Unit 10: My House** could align with this standard. The unit teaches students to describe their house, the rooms, and their location. This could involve using specific structures and features of text types. For example, the "Writing: My House" lesson could require students to write a detailed description of their house, using specific text structures and features.

Beginners Units 1-10 (writing and speaking sections)

- [Unit 00: Italian Pronunciation Guide](#)
- [Unit 01: Greetings and Introductions](#)
- [Unit 02: The Classroom](#)
- [Unit 03: Countries and Nationalities](#)
- [Unit 04: Describing People](#)
- [Unit 05: Family and Pets](#)
- [Unit 06: Dates and Birthdays](#)
- [Unit 07: Meals and Likes/dislikes of Food](#)
- [Unit 08: School subjects](#)
- [Unit 09: Leisure Activities](#)
- [Unit 10: My House](#)

<p><b>Applying knowledge of language systems to create texts in the target language texts</b></p>	<p><b>Use features of the sound system to create spoken texts</b></p>	<p>EP Languages units include speaking sections with recordings from native speakers. These activities introduce students to target language sound features such as pitch, rhythm, stress, and intonation. Students are encouraged to mimic these sounds by repeating them or recording their answers. By listening back to their recordings, students can self-assess and adjust their pronunciation. The speaking lessons contain exercises that practise word-level and sentence-level pronunciation, allowing students to focus on different aspects of target language sound patterns.</p>	<p>Beginners Units 1-10 (speaking sections)</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>
	<p><b>Use sound-symbol correspondences to create written texts</b></p>	<p>EP helps students understand the relationships between sounds and symbols in the target language by providing vocabulary lists with native speaker recordings. Students can practise pronunciation and develop their phonetic awareness by recording and comparing their own pronunciation with that of a native speaker.</p>	<p>Beginners Units 1-10 (vocabulary and speaking sections)</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>
	<p><b>Use relevant and familiar vocabulary from a range of themes to create texts</b></p>	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> <li>5. <b>Comprehensive Vocabulary Glossaries:</b> EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.</li> <li>6. <b>Thematic Vocabulary:</b> EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example: <ul style="list-style-type: none"> <li>• Beginner students focus on themes such as family, pets, friends, home, and school.</li> <li>• Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure.</li> <li>• Advanced students delve into themes such as music, clothing, travel, and technology.</li> </ul> </li> <li>7. <b>Multimedia Resources:</b> EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.</li> <li>8. <b>Interactive Activities:</b> The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging</li> </ol>	<p>Beginners Units 1-10 Vocabulary section of each lesson</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 01 Greetings and-Introductions</a></li> <li>• <a href="#">Unit 2 Family and Pets</a></li> <li>• <a href="#">Unit 3 The Classroom</a></li> <li>• <a href="#">Unit 4 Dates and Birthdays</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 8 School Subjects</a></li> <li>• <a href="#">Unit 9 Leisure Activities</a></li> <li>• <a href="#">Unit 10 My House</a></li> </ul>

		and enjoyable, motivating students to learn and apply new words in different contexts	
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**Use structures and features of the grammatical system to create texts**

In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.

The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.

The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.

**Getting Started with Italian**

Greetings and Introductions (Unit 1)

- Grammar Focus: Basic sentence structures, use of "chiamarsi", formal and informal language.
- Alignment: Students learn to construct introductory sentences, understanding the role of verbs, adjectives, and formal/informal speech in text creation.

Asking How You Are (Unit 2)

- Grammar Focus: Sentence structure using "I am", adjectives for moods/feelings.
- Alignment: Enhances understanding of how to express emotions and states, integrating adjectives and verbs in text formation.

Colours (Unit 3)

- Grammar Focus: Questions about colours, sentence structuring for preferences.
- Alignment: Develops skills in question formation and expressing preferences, crucial for creating descriptive texts.

**Getting Started Course**

- [Unit 1: Greetings and Introductions](#)
- [Unit 2: Asking how you are](#)
- [Unit 3: Colours](#)
- [Unit 4: Numbers and Age](#)
- [Unit 05: Classroom Objects](#)
- [Unit 06: Classroom Commands](#)
- [Unit 07: Family](#)
- [Unit 08: Animals](#)
- [Unit 09: Likes and Dislikes - Food and Activities](#)

Numbers and Age (Unit 4)

- Grammar Focus: Numerical patterns, age-related questions.
- Alignment: Utilises numerical and question structures, fostering skills in creating informative and age-specific texts.

Classroom Objects (Unit 5)

- Grammar Focus: Gender and number agreements, sentence construction with ownership and questions.
- Alignment: Strengthens ability to describe objects using gender/number rules, formulating coherent descriptive texts.

Classroom Commands (Unit 6)

- Grammar Focus: Imperative mood, simple sentence structures.
- Alignment: Introduces command structures, essential for creating instructional or directive texts.

Family (Unit 7), Animals (Unit 8), Likes and Dislikes (Unit 9), and subsequent units

- Alignment: Each unit progressively builds on grammatical concepts, enhancing students' ability to create texts with varied structures and themes.

**Italian Beginners Course**

Greetings and Introductions (Unit 1)

- Grammar Focus: Formality, questions, negatives.
- Alignment: Enables students to create texts with appropriate greetings, understand the use of formal and informal structures, and pose questions.

The Classroom (Unit 2)

- Grammar Focus: Articles, gender, "avere" (to have).
- Alignment: Strengthens understanding of articles and gender in text creation, and the use of "avere" in describing possessions or features of a classroom setting.

Countries and Nationalities (Unit 3)

- Grammar Focus: "Essere" (to be), adjective agreement.
- Alignment: Focuses on nationality descriptions and living situations, essential for creating informative and descriptive texts.

Describing People (Unit 4)

- Grammar Focus: Usage of "essere" and "avere", adjectives.

- [Unit 10: Days of the Week and Weather](#)
- [Unit 11: Descriptions \(Mini Unit\)](#)
- [Unit 12: Countries and Nationalities \(Mini Unit\)](#)
- [Unit 13: Time \(Mini Unit\)](#)
- [Italian Pronunciation Guide](#)

		<ul style="list-style-type: none"> <li>● Alignment: Develops skill in creating descriptive texts about people, focusing on physical and personality traits.</li> </ul> <p>Family and Pets (Unit 5)</p> <ul style="list-style-type: none"> <li>● Grammar Focus: "Avere", possessives.</li> <li>● Alignment: Enhances ability to describe family and pets, using possession and relational descriptors, key in narrative and descriptive text creation.</li> </ul> <p>Dates and Birthdays (Unit 6)</p> <ul style="list-style-type: none"> <li>● Grammar Focus: Expressing age, writing dates.</li> <li>● Alignment: Equips students to write texts involving dates and age, crucial for personal and historical narratives.</li> </ul> <p>Meals and Likes/Dislikes of Food (Unit 7)</p> <ul style="list-style-type: none"> <li>● Grammar Focus: Verbs like "mangiare" (to eat), "bere" (to drink), "piacere" (to like).</li> <li>● Alignment: Helps in creating texts related to personal preferences, food habits, and cultural insights.</li> </ul> <p>School Subjects (Unit 8), Leisure Activities (Unit 9), My House (Unit 10)</p> <ul style="list-style-type: none"> <li>● Alignment: These units further consolidate understanding of verbs, likes/dislikes, and descriptive language, enhancing the ability to write varied and contextually rich texts.</li> </ul> <p><b>Overall Alignment</b></p> <p>Both courses offer a comprehensive pathway for students in Years 7 and 8 to master the fundamental aspects of the Italian grammatical system. Through a mix of practical tasks, authentic tasks, and varied linguistic focus, these courses empower students to create texts effectively, adhering to the specified content descriptor.</p> <p><b>Standalone Grammar Lessons</b></p> <p>The standalone grammar lessons are designed to reinforce and deepen the understanding of key grammatical concepts. For example:</p> <p><b>Verb Conjugations:</b> Understanding how to conjugate verbs in different tenses is crucial for creating accurate and time-specific texts.</p>	<p>Beginners Units 1-10 (Grammar and writing sections)</p> <ul style="list-style-type: none"> <li>● <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>● <a href="#">Unit 01: Greetings and Introductions</a></li> <li>● <a href="#">Unit 02: The Classroom</a></li> <li>● <a href="#">Unit 03: Countries and Nationalities</a></li> <li>● <a href="#">Unit 04: Describing People</a></li> <li>● <a href="#">Unit 05: Family and Pets</a></li> <li>● <a href="#">Unit 06: Dates and Birthdays</a></li> <li>● <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>● <a href="#">Unit 08: School subjects</a></li> <li>● <a href="#">Unit 09: Leisure Activities</a></li> <li>● <a href="#">Unit 10: My House</a></li> </ul> <p><b>GRAMMAR LESSONS:</b></p> <p><a href="#">Present Tense Verbs</a>  <a href="#">Adjective</a>  <a href="#">Comparative and Superlatives</a>  <a href="#">Future Tense</a>  <a href="#">Future Perfect</a>  <a href="#">Present Progressive</a></p>
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**Noun-Adjective Agreement:** Essential for accurate descriptive language in text creation.

**Prepositions and Conjunctions:** These lessons help in creating cohesive and fluid texts.

**Question Formation:** Enables students to write interrogative texts or incorporate questions within narratives or expository texts.

**Negative Forms:** Understanding how to construct negative sentences is essential for expressing disagreements, contradictions, or absence in texts.

[Present Perfect](#)

[Imperfect](#)

[Pluperfect](#)

[Past Historic](#)

[Present Conditional](#)

[Past Conditional](#)

[Subjunctive Present](#)

[Imperfect](#)

[Perfect](#)

[Pluperfect](#)

[Imperative](#)

[Gerund](#)

[Reflexive](#)

[Superlative Forms](#)

[Adverbs](#)

[Personal Pronouns](#)

[Combined Pronouns](#)

[Relative Pronouns](#)

[Interrogative Pronouns](#)

[Demonstrative Pronouns](#)

[Indefinite Pronouns](#)

[Conjunctions](#)

[False Friends](#)

[Indefinite Pronouns](#)

[Negations](#)

[Numerals](#)

[Prepositions](#)

[Reflexive Pronouns](#)

	<p><b>Use structures and features of the target language writing system to create written texts</b></p>	<p>EP offers writing exercises that help students practise and master the target language's writing system. By engaging with these activities, students develop the skills necessary to create written texts in the target language. For example:</p> <p><b>Getting Started with Italian:</b></p> <p><b>Unit 1: Greetings and Introductions</b> and subsequent units progressively introduce students to basic vocabulary and grammar, laying the foundation for constructing written texts. The focus on greetings, personal details, emotions, and basic sentence structures enables students to start forming simple written expressions in Italian.</p> <p><b>Units like Colors, Numbers, and Classroom Objects</b> extend the vocabulary base, crucial for written communication. The practice sessions in these units encourage students to rearrange word sequences, an essential skill in writing.</p> <p><b>Cultural Insights</b> across units also provide contextual understanding, which is vital for effective written communication, as it goes beyond mere language mechanics.</p> <p><b>Italian Beginners Course:</b></p> <p>Units like Describing People, Family and Pets, and My House delve deeper into more complex structures. Here, students learn to describe, narrate, and articulate thoughts, which are fundamental skills in written texts.</p> <p><b>Grammar Focus</b> in units such as "Dates and Birthdays" and "Meals and Likes/Dislikes of Food" introduces verbs and sentence structures, enhancing students' ability to construct coherent written pieces.</p> <p><b>Authentic Tasks and Practical Activities</b> in these units simulate real-life scenarios, encouraging students to apply their learning in writing, thus directly addressing the descriptor.</p> <p>Both courses progressively build language skills starting from the basics to more complex structures. They integrate vocabulary, grammar, cultural context, and practical exercises, all of which are essential components in learning to create written texts in a new language.</p>	<p><b>Getting Started Course</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 1: Greetings and Introductions</a></li> <li>• <a href="#">Unit 2: Asking how you are</a></li> <li>• <a href="#">Unit 3: Colours</a></li> <li>• <a href="#">Unit 4: Numbers and Age</a></li> <li>• <a href="#">Unit 05: Classroom Objects</a></li> <li>• <a href="#">Unit 06: Classroom Commands</a></li> <li>• <a href="#">Unit 07: Family</a></li> <li>• <a href="#">Unit 08: Animals</a></li> <li>• <a href="#">Unit 09: Likes and Dislikes - Food and Activities</a></li> <li>• <a href="#">Unit 10: Days of the Week and Weather</a></li> <li>• <a href="#">Unit 11: Descriptions (Mini Unit)</a></li> <li>• <a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></li> <li>• <a href="#">Unit 13: Time (Mini Unit)</a></li> <li>• <a href="#">Italian Pronunciation Guide</a></li> </ul> <p><b>Beginners Units 1-10 (writing sections)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>
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<p><b>Applying knowledge of the target language culture(s) to create texts</b></p>	<p><b>Use language that is appropriate to cultural practices and values to create texts</b></p>	<p>Each unit in the Italian course has a distinct cultural focus that provides students with a broader understanding of Italian culture and society. This cultural focus can be particularly useful for teachers who want to emphasise cultural aspects that may not be explicitly mentioned in the curriculum standards. Here's the cultural focus for each unit:</p> <p><b>Getting Started with Italian:</b></p> <p><b>Greetings and Introductions (Unit 1)</b></p> <ul style="list-style-type: none"> <li>• Cultural Alignment: Emphasises the importance of formal and informal greetings in Italian culture, reflecting the cultural practices in text creation.</li> <li>• Language Use: Formality in language showcases the understanding of cultural values in communication.</li> </ul> <p><b>Asking How You Are (Unit 2)</b></p> <ul style="list-style-type: none"> <li>• Cultural Insight: The cultural nuances of expressing feelings and moods in Italy are explored, aiding students in understanding cultural contexts in conversation.</li> <li>• <b>Language Appropriateness:</b> Use of language in expressing feelings aligns with how emotions are culturally conveyed in Italy.</li> </ul> <p><b>Colours, Numbers, Classroom Objects, Commands, Family, Animals, Food and Activities, Days and Weather (Units 3-10)</b></p> <ul style="list-style-type: none"> <li>• <b>Cultural Relevance:</b> Each unit offers insights into everyday Italian life, from classroom etiquette to family dynamics, enhancing cultural understanding.</li> <li>• <b>Language Application:</b> Students learn to describe and discuss various aspects of life using language that resonates with Italian cultural norms.</li> </ul> <p><b>Descriptions, Countries and Nationalities, Time (Mini Units 11-13)</b></p> <ul style="list-style-type: none"> <li>• <b>Cultural Awareness:</b> Understanding and describing nationalities and time comprehension are pivotal in grasping cultural contexts.</li> </ul>	<p>Beginners Units 1-10 Integrated in the introduction section of each unit</p> <ul style="list-style-type: none"> <li>• <a href="#">Unit 00: Italian Pronunciation Guide</a></li> <li>• <a href="#">Unit 01: Greetings and Introductions</a></li> <li>• <a href="#">Unit 02: The Classroom</a></li> <li>• <a href="#">Unit 03: Countries and Nationalities</a></li> <li>• <a href="#">Unit 04: Describing People</a></li> <li>• <a href="#">Unit 05: Family and Pets</a></li> <li>• <a href="#">Unit 06: Dates and Birthdays</a></li> <li>• <a href="#">Unit 07: Meals and Likes/dislikes of Food</a></li> <li>• <a href="#">Unit 08: School subjects</a></li> <li>• <a href="#">Unit 09: Leisure Activities</a></li> <li>• <a href="#">Unit 10: My House</a></li> </ul>

- **Language Skills:** The linguistic skills developed here are directly tied to cultural practices, such as describing people and discussing time in a culturally relevant manner.

**Italian Beginners Course:**

**Greetings and Introductions, The Classroom, Countries and Nationalities (Units 1-3)**

- **Cultural Focus:** Addresses cultural practices in greetings, classroom etiquette, and national identity.
- **Language Adaptation:** Tailors language learning to include cultural nuances in greetings and discussions about nationalities.

**Describing People, Family and Pets, Dates and Birthdays, Meals, School Subjects, Leisure Activities, My House (Units 4-10)**

- **Cultural Connections:** These units delve into Italian culture, discussing family dynamics, meals, education system, and housing.
- **Appropriate Language Use:** Encourages the use of language that reflects Italian cultural values and practices in these areas.

**Beginner Level: The curriculum standard for beginners is to "use appropriate forms of greetings and farewells in emails."**

**Unit 01: Greetings and Introductions ( both courses)**

Cultural Focus: The importance of body language and formality in Italian greetings. This directly informs how students can approach writing greetings and farewells in emails, emphasising appropriate levels of formality.

**Intermediate Level: The curriculum standard for intermediate students is to "use formal and informal language registers to address the reader of a letter."**

**Unit 04: Describing People (Beginners course)**

Cultural Focus: The social norms around asking personal questions and discussions about appearance in Italy. This unit can guide students in choosing the right register (formal or informal) when addressing readers in a letter, based on the relationship and context.

**Advanced Level: The curriculum standard for advanced students is to "use appropriate references to cultural and social practices such as celebrations."**

**Unit 07: Meals and Likes/Dislikes of Food**

Cultural Focus: Italian meals, coffee, and breakfast rituals. Advanced students can incorporate references to these cultural aspects, such as mentioning typical Italian meals or dining customs, to enrich their communication.

**Unit 06: Dates and Birthdays**

Cultural Focus: Italian holidays and birthday traditions. This unit provides a foundation for advanced students to reference special dates and celebrations in Italy, adding depth and cultural context to their communications.

## EP Lesson Recommendations:

For **Year 7-8 Italian** we would recommend a combination of our **Getting Started and Beginner Italian courses**. We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:



# Education Perfect

## Curriculum Map and Units Outlines

### Italian

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### Getting Started with Italian:

#### Novice Low - Novice Mid

- [Unit 1: Greetings and Introductions](#)
- [Unit 2: Asking how you are](#)
- [Unit 3: Colours](#)
- [Unit 4: Numbers and Age](#)
- [Unit 05: Classroom Objects](#)
- [Unit 06: Classroom Commands](#)
- [Unit 07: Family](#)
- [Unit 08: Animals](#)
- [Unit 09: Likes and Dislikes - Food and Activities](#)
- [Unit 10: Days of the Week and Weather](#)
- [Unit 11: Descriptions \(Mini Unit\)](#)
- [Unit 12: Countries and Nationalities \(Mini Unit\)](#)
- [Unit 13: Time \(Mini Unit\)](#)
- [Italian Pronunciation Guide](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 1: Greetings and Introductions Learning Outcome:	<a href="#">Unit 1.1: Introductions</a>
	<a href="#">Unit 1.2: Greetings and Goodbyes</a>
	<a href="#">Unit 1.3: Practice</a>

<ul style="list-style-type: none"> <li>By the end of this module, students will be able to greet and introduce themselves in Italian, identify and use key vocabulary for greetings and introductions, and demonstrate comprehension through various listening and reading activities.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Greetings at different times of the day</li> <li>Formal and informal introductions</li> <li>Asking and providing personal details</li> <li>Identifying emotions or states of being</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Use of formal and informal greetings and introductions</li> <li>Use of the verb "chiamarsi" (to be called/named)</li> <li>Basic sentence structure for greetings and introductions</li> </ul> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>Importance of greetings in Italian culture</li> <li>Differentiation between formal and informal situations in Italy</li> <li>Typical greetings used among friends vs. strangers</li> </ul>	<a href="#">Unit 1.4: Extension</a> <a href="#">Unit 1.5: Speaking</a> <a href="#">Unit 1.6: Vocabulary</a> <a href="#">Unit 1.7: Authentic Task</a>
<p>Unit 2: Asking how you are</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> <li>Understand and communicate in Italian about feelings, moods, countries, and nationalities.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Acquiring vocabulary on expressing feelings and well-being.</li> <li>Recognizing words and phrases indicating mood and emotions.</li> <li>Introduction to a scale of happiness and distinguishing between feelings like being tired, sick, sad, or happy.</li> <li>Introduction to vocabulary centered around countries and nationalities.</li> <li>Comprehending videos related to feelings, emotions, countries, and nationalities.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Using "I am" (positive and negative) in context.</li> <li>Using adjectives to describe moods, feelings, and nationalities.</li> <li>Comparing and contrasting feelings.</li> <li>[Verbs related to nationalities, if relevant.]</li> <li>Cultural Focus:</li> </ul>	<a href="#">Unit 2.1: Asking How You Are</a> <a href="#">Unit 2.2: More Feelings</a> <a href="#">Unit 2.3: Practice</a> <a href="#">Unit 2.4: Extension</a> <a href="#">Unit 2.5: Speaking</a> <a href="#">Unit 2.6: Vocabulary</a> <a href="#">Unit 2.7: Authentic Task</a>

Cultural insights into greetings	
<p>Unit 3: Colours</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>● Recognition and identification of primary colours.</li> <li>● Differentiating between various colours and their combinations.</li> <li>● Articulating colour preferences.</li> <li>● Translating colour-related vocabulary into Italian.</li> <li>● Reordering word sequences to form correct sentences or dialogues.</li> <li>● Engaging with multimedia (videos) for comprehension and task completion.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>● Vocabulary practices involving colour recognition from texts and images.</li> <li>● Video comprehension activities.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>● Forming questions about colours, e.g., "What colour is it?".</li> <li>● Structuring sentences to express preferences.</li> <li>● Formulating sentences or dialogues using provided words.</li> </ul>	<p><a href="#">Unit 3.1: Primary Colours</a></p> <p><a href="#">Unit 3.2: More Colours</a></p> <p><a href="#">Unit 3.3: Practice</a></p> <p><a href="#">Unit 3.4: Extension</a></p> <p><a href="#">Unit 3.5: Speaking</a></p> <p><a href="#">Unit 3.6: Vocabulary</a></p> <p><a href="#">Unit 3.7: Authentic Task</a></p>
<p>Unit 4: Numbers and Age</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> <li>● Understand and use numbers from 1 to 10 in context.</li> <li>● Ask and answer questions related to age.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>● Recognizing numbers from 1 to 10.</li> <li>● Comprehension through video tasks.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>● Formation and usage of numerical patterns.</li> <li>● Sentence structure in asking age-related questions.</li> </ul>	<p><a href="#">Unit 4.1: Numbers and Age from 1 to 10</a></p> <p><a href="#">Unit 4.2: Numbers from 11 to 20</a></p> <p><a href="#">Unit 4.3: Practice</a></p> <p><a href="#">Unit 4.4: Extension</a></p> <p><a href="#">Unit 4.5: Speaking</a></p> <p><a href="#">Unit 4.6: Vocabulary</a></p> <p><a href="#">Unit 4.7: Authentic Task</a></p>
<p>Unit 05: Classroom Objects</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>● Identify and describe common classroom objects in Italian.</li> <li>● Express quantities and colors related to classroom objects.</li> <li>● Ask someone about the contents of their pencil case or backpack.</li> </ul>	<p><a href="#">Unit 5.1: Classroom Objects</a></p> <p><a href="#">Unit 5.2: More Classroom Objects</a></p> <p><a href="#">Unit 5.3: Practice</a></p> <p><a href="#">Unit 5.4: Extension</a></p>

<ul style="list-style-type: none"> <li>Borrow or lend classroom objects in a conversational setting.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Classroom objects and what they might have in their pencil cases or backpacks.</li> <li>Electronic objects found in a classroom setting.</li> <li>Conversations around borrowing and lending items.</li> <li>Descriptions of items based on quantity and color.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Introduction to Italian gender (masculine/feminine) and number (singular/plural) agreements.</li> <li>Sentence construction with "Nel mio... ho..." (In my... I have...).</li> <li>Questions: "Che cosa hai nell'astuccio?" (What do you have in your pencil case?) and "Hai...?" (Do you have...?).</li> </ul> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>The importance and commonality of items such as astuccios and zainos in Italian classrooms.</li> <li>The etiquette of borrowing and lending objects in Italian culture.</li> </ul>	<a href="#">Unit 5.5: Speaking</a> <a href="#">Unit 5.6: Vocabulary</a> <a href="#">Unit 5.7: Authentic Task</a>
<p>Unit 06: Classroom Commands</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> <li>By the end of Unit 6, students will be proficient in understanding, recognizing, and using classroom commands in Italian.</li> </ul> <p>Listening and Reading</p> <p>Basic classroom commands (U6.1)          More classroom commands (U6.2)          Practice recognizing and understanding classroom commands (U6.3)          Extension activities and further practice (U6.4)</p> <p>Grammar Points:</p> <p>Imperative mood for commands (e.g., "Guardate", "Ascoltate", "Alzatevi").          Constructing and comprehending simple sentences with classroom commands.          Vocabulary associated with classroom activities.</p> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>Classroom etiquette and common practices in Italian schools (though not explicitly mentioned, this can be implicitly understood and discussed from the commands).</li> </ul> <p>Vocabulary List (U6 VOCAB):</p> <ul style="list-style-type: none"> <li>Guardate - Watch</li> <li>Ascoltate - Listen</li> <li>Alzatevi - Stand up</li> <li>Sedetevi - Sit down</li> <li>Silenzio - Silence</li> <li>Ripetete - Repeat</li> </ul>	<a href="#">Unit 6.1: Classroom Commands</a> <a href="#">Unit 6.2: More Classroom Commands</a> <a href="#">Unit 6.3: Practice</a> <a href="#">Unit 6.4: Extension</a> <a href="#">Unit 6.5: Speaking</a> <a href="#">Unit 6.6: Authentic Task</a> <a href="#">Unit 6.7: Vocabulary</a>

<ul style="list-style-type: none"> <li>● Aprite i libri/quaderni - Open your books</li> <li>● Chiudete i libri/quaderni - Close your books</li> <li>● Alzate la mano - Put your hand up</li> <li>● Prendete le vostre penne - Pick up your pens</li> <li>● Scrivete - Write</li> <li>● Mettete via le vostre cose - Put away your things</li> <li>● Practical Activities:</li> </ul> <p>Recording oneself giving classroom commands in Italian. Engaging in short conversations using classroom commands.</p> <ul style="list-style-type: none"> <li>●</li> </ul>	
<p>Unit 07: Family</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>● Discuss and describe immediate and extended family members in Italian.</li> <li>● Formulate questions related to family and respond accurately.</li> <li>● Demonstrate comprehension through reading and listening exercises.</li> <li>● Construct correct and coherent written sentences related to family.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>● Descriptions of immediate and extended family.</li> <li>● Asking about and identifying family members.</li> <li>● Vocabulary recognition and comprehension.</li> <li>● Formulating sentences about family members.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>● Use of possessive pronouns (e.g., mio, mia).</li> <li>● Forming questions about family members (e.g., Hai fratelli o sorelle?).</li> <li>● Responding to questions about family (e.g., Siamo in ____).</li> <li>● Using the verb "chiamare" in its various forms (e.g., Si chiama ____).</li> </ul> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>● Understanding the importance and dynamics of family in Italian culture.</li> <li>● Recognizing the differences between immediate and extended family structures in Italy.</li> <li>● Exploring the concept of stepfamilies in Italian culture.</li> </ul> <p>U7 Speaking &amp; Vocab Exercises:</p> <ul style="list-style-type: none"> <li>● Record self-introductions regarding family members.</li> <li>● Engage in conversational practice with peers or educators about family.</li> </ul>	<p><a href="#">Unit 7.1: Talking About My Family</a></p> <p><a href="#">Unit 7.2: Talking About My Extended Family</a></p> <p><a href="#">Unit 7.3: Practice</a></p> <p><a href="#">Unit 7.4: Extension</a></p> <p><a href="#">Unit 7.5: Speaking</a></p> <p><a href="#">Unit 7.6: Authentic Task</a></p> <p><a href="#">Unit 7.7: Vocabulary</a></p>
<p>Unit 08: Animals</p>	<p><a href="#">Unit 8.1: Pets</a></p>

<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Identify names of common pets, farm animals, and wild animals in Italian.</li> <li>● Ask and respond about the presence of pets and their names.</li> <li>● Express one's favourite animal in Italian.</li> </ul> <p><b>Listening and Reading</b></p> <p><b>Pets:</b></p> <ul style="list-style-type: none"> <li>● Identification of pets: dog, cat, bird, rabbit, guinea pig, mouse, frog, turtle, fish.</li> <li>● Asking about someone's pets.</li> <li>● Naming your pets.</li> </ul> <p><b>Farm Animals:</b></p> <ul style="list-style-type: none"> <li>● Identification of farm animals: cow, sheep, goat, chicken, horse, pig.</li> <li>● Expressing your favorite farm animal.</li> </ul> <p><b>Wild Animals:</b></p> <ul style="list-style-type: none"> <li>● Identification of wild animals: zebra, giraffe, elephant, penguin, seal, dolphin, lion, bear, monkey, snake.</li> </ul> <p><b>Grammar Points:</b></p> <p>Using the verb 'avere' (to have) in context.      Forming questions: "Hai animali domestici?" (Do you have any pets?).      Descriptive structures: "Come si chiama ___?" (What is ___ called?).      Expressing preference: "Il mio animale preferito e' ___" (My favorite animal is ___).</p> <p><b>Cultural Focus:</b></p> <ul style="list-style-type: none"> <li>● Role and importance of pets in Italian culture.</li> <li>● Farm animals and their significance in the Italian countryside.</li> <li>● Wild animals prominent in Italy and their conservation status.</li> </ul> <p><b>Additional Activities:</b></p> <ul style="list-style-type: none"> <li>● Speaking &amp; Vocab Practice:             <ul style="list-style-type: none"> <li>● Record self, saying one's favorite animal in Italian.</li> <li>● Discuss and reply about the animals one owns.</li> <li>● Engage in a conversation in Italian about animals with a friend or teacher.</li> </ul> </li> </ul>	<p><a href="#">Unit 8.2: Farm Animals</a></p> <p><a href="#">Unit 8.3: Wild Animals</a></p> <p><a href="#">Unit 8.4: Practice</a></p> <p><a href="#">Unit 8.5: Extension</a></p> <p><a href="#">Unit 8.6: Speaking</a></p> <p><a href="#">Unit 8.7: Authentic Task</a></p> <p><a href="#">Unit 8.8: Vocabulary</a></p>
<p><b>Unit 09: Likes and Dislikes - Food and Activities</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Recognize and articulate various foods, drinks, and activities in Italian.</li> <li>● Express personal likes and dislikes regarding both food/drinks and activities.</li> <li>● Engage in conversations, both spoken and written, about personal preferences.</li> </ul> <p><b>Listening and Reading</b></p> <ul style="list-style-type: none"> <li>● Identifying vocabulary related to food, drinks, and activities from spoken and written contexts.</li> </ul>	<p><a href="#">Unit 9.1: Food</a></p> <p><a href="#">Unit 9.2: Activities</a></p> <p><a href="#">Unit 9.3: Practice</a></p> <p><a href="#">Unit 9.4: Extension</a></p>

<ul style="list-style-type: none"> <li>Understanding and engaging with sentences and dialogues expressing preferences.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Mastery of "Mi piace" and "Mi piacciono" in diverse contexts.</li> <li>Formulating questions about personal preferences.</li> <li>Advanced sentence structures involving likes and dislikes.</li> <li>Constructing and rearranging sentences for correct syntax.</li> </ul> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>Delve into Italian culinary traditions and lifestyle, emphasising the importance of specific foods and popular local activities.</li> <li>Emphasis on authentic pronunciation and intonation patterns in conversational Italian.</li> </ul> <p>Practice &amp; Extension:</p> <ul style="list-style-type: none"> <li>Strengthen vocabulary recognition and enhance comprehension and writing skills through various exercises and activities.</li> <li>Deepen understanding of Italy's relationship with its culinary and recreational activities.</li> </ul>	<a href="#">Unit 9.5: Speaking</a> <a href="#">Unit 9.6: Authentic Task</a> <a href="#">Unit 9.7: Vocabulary</a>
<p>Unit 10: Days of the Week and Weather</p> <p>Learning Outcomes :</p> <ul style="list-style-type: none"> <li>Identify and pronounce the days of the week in Italian.</li> <li>Formulate questions and answers about the current day.</li> <li>Understand and utilise vocabulary related to weather conditions.</li> <li>Employ the future tense when discussing weather predictions.</li> <li>Engage in a short conversation about the days and weather.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Days of the week in Italian.</li> <li>Asking and responding about the day.</li> <li>Describing the weather in various terms (hot, cold, rainy, etc.).</li> <li>Understanding future tense weather predictions.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Days of the week and their order.</li> <li>Question formation about the current and next day.</li> <li>Vocabulary and phrases associated with describing the weather.</li> <li>Application of future tense in weather-related contexts.</li> </ul> <p>Cultural Focus:</p> <ul style="list-style-type: none"> <li>Importance of weather discussions in everyday conversations in Italy.</li> </ul>	<a href="#">Unit 10.1: Days of the week</a> <a href="#">Unit 10.2: Talking about the weather</a> <a href="#">Unit 10.3: Practice</a> <a href="#">Unit 10.4: Extension</a> <a href="#">Unit 10.5: Speaking</a> <a href="#">Unit 10.6: Authentic Task</a> <a href="#">Unit 10.7: Vocabulary</a>

<p>Unit 11: Descriptions (Mini Unit)</p> <p>Learning Outcome: By the end of this unit, learners will be able to describe someone's appearance and personality in Italian.</p> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Physical descriptions in everyday situations.</li> <li>Discussing personality traits in varied contexts.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Italian adjective-noun agreement based on gender and plurality (e.g., alto/alta).</li> <li>Placement of adjectives after nouns in descriptive sentences (e.g., il gallo grasso).</li> </ul>	<p><a href="#">Unit 11: Descriptions (Mini Unit)</a></p>
<p>Unit 12: Countries and Nationalities (Mini Unit)</p> <p>Learning Outcome:</p> <ul style="list-style-type: none"> <li>By the end of this unit, students will be able to identify and communicate about countries, languages, and nationalities.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Recognizing different nationalities and languages in spoken and written forms.</li> <li>Understanding and identifying where someone lives and the language they speak.</li> </ul> <p>Grammar Points:</p> <ul style="list-style-type: none"> <li>Present tense of the verbs "live" and "speak" (I live, you live, he/she lives, I speak, you speak, he/she speaks).</li> <li>Use of prepositions "at" and "in" in the context of countries and places.</li> </ul>	<p><a href="#">Unit 12: Countries and Nationalities (Mini Unit)</a></p>
<p>Unit 13: Time (Mini Unit)</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> <li>Understand and express time in Italian.</li> <li>Identify and use key vocabulary related to time.</li> <li>Describe and ask about someone's arrival time.</li> <li>Differentiate between 12-hour and 24-hour time formats in Italy.</li> </ul> <p>Listening and Reading</p> <ul style="list-style-type: none"> <li>Asking and responding about the current time.</li> <li>Discussing specific times of the day (e.g., morning, afternoon, evening).</li> <li>Inquiring about someone's arrival time.</li> <li>Understanding the context in which the 24-hour clock is used in Italy.</li> </ul>	<p><a href="#">Unit 13: Time (Mini Unit)</a></p>



Grammar Points: <ul style="list-style-type: none"> <li>• Use of "Sono le____" for expressing time.</li> <li>• Vocabulary for parts of the hour (e.g., "quarter past," "half past," "ten to").</li> <li>• Conjugation of the verb "to arrive" (arrivare) in the present tense.</li> </ul>	
Italian Pronunciation Guide	<a href="#">0_Pronunciation</a>

# Beginner Italian:

## Novice Mid - Intermediate Low

[Unit 00: Italian Pronunciation Guide](#)

[Unit 01: Greetings and Introductions](#)

[Unit 02: The Classroom](#)

[Unit 03: Countries and Nationalities](#)

[Unit 04: Describing People](#)

[Unit 05: Family and Pets](#)

[Unit 06: Dates and Birthdays](#)

[Unit 07: Meals and Likes/dislikes of Food](#)

[Unit 08: School subjects](#)

[Unit 09: Leisure Activities](#)

[Unit 10: My House](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Unit 01: Greetings and Introductions</b>	<a href="#">1. Introduction: Greetings and Introductions</a>
<b>Learning outcomes for this unit:</b> <ul style="list-style-type: none"> <li>• By the end of this unit, students will be able to:</li> <li>• Greet someone in Italian in a culturally appropriate way.</li> <li>• Introduce themselves and ask someone else's name.</li> <li>• Ask how someone is feeling and say how they are.</li> </ul>	<a href="#">2. Vocabulary Practice: Greetings and Introductions</a>
	<a href="#">3. Listening Comprehension: Greetings and Introductions</a>

<p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Greetings and introductions.</li> <li>• Asking how you are.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Formality in Italian.</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Body language and formality when people greet each other in Italian.</li> <li>• Italian dialects across the country.</li> </ul>	<p><a href="#">4. Reading Comprehension: Greetings and Introductions</a></p> <p><a href="#">5. Writing: Greetings and Introductions</a></p> <p><a href="#">6. Speaking: Greetings and Introductions</a></p> <p><a href="#">7a. Grammar - Formality: Greetings and Introductions</a></p> <p><a href="#">7b. Grammar - Questions and Negatives: Greetings and Introductions</a></p> <p><a href="#">8. Authentic Task: Greetings and Introductions</a></p> <p><a href="#">8. Extra for Experts: Greetings and Introductions</a></p> <p><a href="#">Beginner: Unit 1</a></p> <p><a href="#">Beginner U1 Assessment Auto-marked</a></p>
<p><b>Unit 02: The Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Learning outcomes for this unit:</b></li> <li>• By the end of this unit, students will be able to:</li> <li>• Use some common classroom phrases.</li> <li>• Talk about common classroom items.</li> <li>• Make some basic requests to their teacher.</li> <li>• Offer apologies.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Student describing what is in their pencil case.</li> <li>• Teacher giving instructions to the class.</li> <li>• Student asking the teacher a simple request.</li> <li>• Student describing what is in their classroom.</li> <li>• Student asking a student a simple request.</li> <li>• Student excusing themselves to the teacher.</li> <li>• Conversation with teacher about not understanding.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Basic articles and gender: il/la/un/una/gli/le.</li> <li>• The verb "avere" (to have).</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• School age and time in Italy.</li> </ul>	<p><a href="#">1. Introduction: The Classroom</a></p> <p><a href="#">2. Vocabulary Practice: The Classroom</a></p> <p><a href="#">3. Listening Comprehension: The Classroom</a></p> <p><a href="#">4. Reading Comprehension: The Classroom</a></p> <p><a href="#">5. Writing: The Classroom</a></p> <p><a href="#">6. Speaking: The Classroom</a></p> <p><a href="#">7a. Grammar - Nouns: The Classroom</a></p> <p><a href="#">7b. Grammar - Articles: The Classroom</a></p> <p><a href="#">7c. Grammar - Avere (to have): The Classroom</a></p> <p><a href="#">8. Authentic Task: The Classroom</a></p>

	<a href="#">8. Extra for Experts: The Classroom</a>
	<a href="#">Beginner: Unit 2</a>
	<a href="#">Beginner U2 Assessment Auto-marked</a>
<b>Unit 03: Countries and Nationalities</b> <b>Learning outcomes for this unit:</b> <ul style="list-style-type: none"> <li>By the end of this unit, students will be able to:</li> <li>Say what their nationality is.</li> <li>Say what nationality someone else is.</li> <li>Talk about which country they live or lived in.</li> <li>Give opinions on living in different countries.</li> </ul> <b>Listening and reading comprehension topics:</b> Texts talking about which countries people live in and nationalities. Texts talking about the nationality of others. Texts talking about where others come from.	<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>
<b>Grammar points:</b> <ul style="list-style-type: none"> <li>The verb “essere” (to be).</li> <li>Basic adjective agreement with nationality adjectives.</li> </ul> <b>Cultural focus in this unit:</b> Nationalities in Italy.	<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>
<b>Unit 04: Describing People</b> <b>Learning outcomes for this unit:</b> <b>By the end of this unit, students will be able to:</b> <ul style="list-style-type: none"> <li>Describe themselves and others including hair/eye colour and basic physical descriptions.</li> </ul>	<a href="#">1. Introduction: Describing People</a>
	<a href="#">2. Vocabulary Practice: Describing People</a>

<ul style="list-style-type: none"> <li>Describe their own or someone else's personality.</li> <li>Ask what someone is like.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>Texts of someone describing themselves and describing others</li> <li>Conversations describing other people and asking what other people are like.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>The verb "essere".</li> <li>The verb "avere".</li> <li>Adjectives.</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>Asking personal questions.</li> <li>Italians and appearance.</li> </ul>	<p><a href="#">3. Listening Comprehension: Describing People</a></p> <p><a href="#">4. Reading Comprehension: Describing People</a></p> <p><a href="#">5. Writing: Describing People</a></p> <p><a href="#">6. Speaking: Describing People</a></p> <p><a href="#">7a. Grammar - Avere: Describing People</a></p> <p><a href="#">7b. Grammar - Essere: Describing People</a></p> <p><a href="#">7c. Grammar - Adjectives: Describing People</a></p> <p><a href="#">8. Authentic Task: Describing People</a></p> <p><a href="#">8. Extra for Experts: Describing People</a></p> <p><a href="#">Beginner: Unit 4</a></p> <p><a href="#">Beginner U4 Assessment Auto-marked</a></p>
<p><b>Unit 05: Family and Pets</b></p> <p><b>Learning outcomes for this unit:</b></p> <p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>Say how many people are in their family.</li> <li>List what family members they have.</li> <li>List the different pets they have.</li> <li>Ask other people about their families and pets.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>Monologues and conversations describing which family members and pets they have.</li> <li>Monologues saying how many siblings they have and their names and saying how many pets they have.</li> <li>Conversations about what siblings they have.</li> <li>Conversations about what animals they have.</li> <li>Texts describing who is in their family.</li> <li>Texts describing siblings (how many and names).</li> </ul>	<p><a href="#">1. Introduction: Family and Pets</a></p> <p><a href="#">2. Vocabulary Practice: Family and Pets</a></p> <p><a href="#">3. Listening Comprehension: Family and Pets</a></p> <p><a href="#">4. Reading Comprehension: Family and Pets</a></p> <p><a href="#">5. Writing: Family and Pets</a></p> <p><a href="#">6. Speaking: Family and Pets</a></p> <p><a href="#">7a. Grammar - Avere: Family and Pets</a></p> <p><a href="#">7b. Grammar - Possessive Adjectives: Family and Pets</a></p>

<ul style="list-style-type: none"> <li>• Texts describing what pets a person has.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• The verb “avere” (to have).</li> <li>• Showing possession</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Extended families in Italy.</li> <li>• Dogs in Italy.</li> </ul>	<p><a href="#">7c. Grammar - Possessive Pronouns: Family and Pets</a></p> <p><a href="#">8. Authentic Task: Family and Pets</a></p> <p><a href="#">8. Extra for Experts: Family and Pets</a></p> <p><a href="#">Beginner: Unit 5</a></p> <p><a href="#">Beginner U5 Assessment Auto-marked</a></p>
<p><b>Unit 06: Dates and Birthdays</b></p> <p><b>Learning outcomes for this unit:</b>  <b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say how old they are.</li> <li>• Say when their birthday is.</li> <li>• Say the date.</li> <li>• Ask questions about birthdays, dates and ages.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Texts talking about their own age and birthdays.</li> <li>• Texts talking about the age and birthdays of others.</li> <li>• Texts talking about today’s date.</li> <li>• Conversations asking what the date is today.</li> <li>• Conversations asking when someone’s birthday is.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Writing the date in Italian.</li> <li>• Revision of “avere” and writing your age.</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Italian holidays.</li> <li>• Italian birthdays..</li> </ul>	<p><a href="#">1. Introduction: Dates and Birthdays</a></p> <p><a href="#">2. Vocabulary Practice: Dates and Birthdays</a></p> <p><a href="#">3. Listening Comprehension: Dates and Birthdays</a></p> <p><a href="#">4. Reading Comprehension: Dates and Birthdays</a></p> <p><a href="#">5. Writing: Dates and Birthdays</a></p> <p><a href="#">6. Speaking: Dates and Birthdays</a></p> <p><a href="#">7a. Grammar - Avere: Dates and Birthdays</a></p> <p><a href="#">7b. Grammar - Writing the Date: Dates and Birthdays</a></p> <p><a href="#">7c. Grammar - Cognates: Dates and Birthdays</a></p> <p><a href="#">8. Authentic Task: Dates and Birthdays</a></p> <p><a href="#">8. Extra for Experts: Dates and Birthdays</a></p> <p><a href="#">Beginner: Unit 6</a></p> <p><a href="#">Beginner U6 Assessment Auto-marked</a></p>
<p><b>Unit 07: Meals and Likes/dislikes of Food</b></p> <p><b>Learning outcomes for this unit:</b></p>	<p><a href="#">1. Introduction: Meals and Liking/Disliking Food</a></p>

<p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Name basic food items.</li> <li>• Say what food they like and dislike.</li> <li>• Say what they eat for different meals.</li> <li>• Use simple Italian to order food in a café or restaurant.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Texts talking about what people like and dislike eating.</li> <li>• Texts talking about what people eat for meals.</li> <li>• Very simple café dialogues.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Verbs mangiare, bere, and piacere.</li> <li>• Articles (il/la/un/una/gli/le).</li> </ul> <p><b>Cultural focus in this unit:</b> Italian meals, coffee, and breakfast.</p>	<p><a href="#">2. Vocabulary Practice: Meals and Liking/Disliking Food</a></p> <p><a href="#">3. Listening Comprehension: Meals and Liking/Disliking Food</a></p> <p><a href="#">4. Reading Comprehension: Meals and Liking/Disliking Food</a></p> <p><a href="#">5. Writing: Meals and Liking/Disliking Food</a></p> <p><a href="#">6. Speaking: Meals and Liking/Disliking Food</a></p> <p><a href="#">7a. Grammar - Mangiare: Meals and Liking/Disliking Food</a></p> <p><a href="#">7b. Grammar - Bere: Meals and Liking/Disliking Food</a></p> <p><a href="#">7c. Grammar - Piacere: Meals and Liking/Disliking Food</a></p> <p><a href="#">8. Authentic Task: Meals and Liking/Disliking Food</a></p> <p><a href="#">8. Extra for Experts: Meals and Liking/Disliking Food</a></p> <p><a href="#">Beginner: Unit 7</a></p> <p><a href="#">Beginner U7 Assessment Auto-marked</a></p>
<p><b>Unit 08: School subjects</b></p> <p><b>Learning outcomes for this unit:</b></p> <p><b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Say what subjects they study.</li> <li>• Say what subjects they like and dislike.</li> <li>• Say what they think of different subjects and teachers.</li> <li>• Say whether they are good or bad at a certain subject.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Texts talking about what school subjects people do.</li> <li>• Texts talking about what people's favourite subjects are.</li> <li>• Texts talking about why people like/dislike a subject.</li> <li>• Simple texts talking about differences between school in Italy and school in New Zealand.</li> </ul> <p><b>Grammar points:</b></p>	<p><a href="#">1. Introduction: School Subjects</a></p> <p><a href="#">2. Vocabulary Practice: School Subjects</a></p> <p><a href="#">3. Listening Comprehension: School Subjects</a></p> <p><a href="#">4. Reading Comprehension: School Subjects</a></p> <p><a href="#">5. Writing: School Subjects</a></p> <p><a href="#">6. Speaking: School Subjects</a></p> <p><a href="#">7a. -ARE Verbs: School Subjects</a></p>

<ul style="list-style-type: none"> <li>• The verb “piacere” (to like).</li> <li>• Verbs ending in “-are”.</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Types of High School in Italy.</li> <li>• School subjects in Italian High Schools.</li> <li>• Extracurricular activities.</li> </ul>	<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>Unit 09: Leisure Activities</b></p> <p><b>Learning outcomes for this unit:</b>  <b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about what activities they like and dislike.</li> <li>• Communicate with others about what activities they do and when.</li> <li>• Communicate about differences between leisure activities in Italy and New Zealand/Australia.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Texts talking about what people like to do in their spare time.</li> <li>• Conversations about what people like to do during the weekend/after school/when they have spare time.</li> <li>• Texts/conversations talking about what people are going to do at the weekend.</li> <li>• Simple texts comparing leisure activities in Italy and in Australia/NZ.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• The verb “fare” (to do/make).</li> <li>• The verb “andare” (to go).</li> </ul> <p><b>Cultural focus in this unit:</b></p> <ul style="list-style-type: none"> <li>• Extracurricular activities and leisure time in Italy.</li> </ul>	<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>
<p><b>Unit 10: My House</b></p>	<a href="#">1. Introduction: My House</a>

<p><b>Learning outcomes for this unit:</b>  <b>By the end of this unit, students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe their house.</li> <li>• Say what rooms are in a house and what's in them.</li> <li>• Say what type of house they live in.</li> <li>• Communicate about where their house is located.</li> </ul> <p><b>Listening and reading comprehension topics:</b></p> <ul style="list-style-type: none"> <li>• Texts where people describe their house, what is in it and where it is.</li> <li>• Advertisements for houses.</li> <li>• Conversations about dream houses.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Adjective Agreement.</li> <li>• Cultural focus in this unit:</li> <li>• Apartments and Houses in Italy.</li> <li>• The bidet.</li> </ul>	<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>	



## Authentic Visual Texts Lessons:

### Beginner Level

[Greetings and Introductions](#)

[The Classroom](#)

[Countries and Nationalities](#)

[Describing People](#)

[Family and Pets](#)

[Dates and Birthdays](#)

[Meals and Liking/Disliking Food](#)

[School Subjects](#)

[Leisure Activities](#)

[My House](#)

## Intermediate Level

### Unit Non-immersion Lessons

- 1 [Ordering in a Restaurant or Café](#)
- 2 [Fashion, Shopping for Clothes, and Weather](#)
- 3 [Towns and Directions](#)
- 4 [Booking a Holiday](#)
- 5 [Party Time and Celebrations](#)
- 6 [Organising and Outing with Friends](#)
- 7 [At the Doctor's](#)
- 8 [Past Holiday Activities](#)

9 [Daily Routine](#)

10 [Past Holidays - Descriptions and Impressions](#)

**GRAMMAR LESSONS:**

[Present Tense Verbs](#)

[Adjective](#)

[Comparative and Superlatives](#)

[Future Tense](#)

[Future Perfect](#)

[Present Progressive](#)

[Present Perfect](#)

[Imperfect](#)

[Pluperfect](#)

[Past Historic](#)

[Present Conditional](#)

[Past Conditional](#)

[Subjunctive Present](#)

[Imperfect](#)

[Perfect](#)

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