



# NSW Italian EP Curriculum Map

Implementation in 2024

## Stage 5

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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 K-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: ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

**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 UNITS
Exchanging and negotiating meaning to interact in the target language	Socialise with peers to build and maintain relationships	<p><b>Beginner - “Exchange information about themselves”. (NESA )</b>  <b>Unit: "Unit 01: Ordering in a Restaurant"</b>  <b>Application:</b> In this unit, students learn to use common phrases when arriving at a restaurant and ordering food. This can be a context for students to exchange information about themselves, such as their food preferences or dietary restrictions. <b>Intermediate - “Give and respond to compliments and congratulations”.(NESA )</b></p> <p><b>Unit: "Unit 5: Party Time and Celebrations"</b>  <b>Application:</b> This unit provides an excellent opportunity for students to practise giving and responding to compliments and congratulations. For instance, students can practise congratulating each other on their birthdays or other celebrations. They can also compliment each other on the presents they give or receive.</p> <p><b>Advanced - “Express sympathy or regret, and make amends”. (NESA )</b>  <b>Unit: "Unit 07: At the Doctor's"</b></p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a></p>

		<p><b>Application:</b> In this unit, students learn to describe common ailments and injuries, understand a medical professional’s treatment recommendations, and ask questions about medical treatment. This can provide a context for expressing sympathy or regret. For example, a student could express sympathy for a classmate who is feeling unwell or regretting an action that led to an injury.</p> <p><i>Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards.</i></p> <p><i>The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With Intermediate-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum.</i></p>	<p><a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
	<p><b>Make arrangements with peers</b></p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practise essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u>  <b>Beginner - “Request and grant permission for an event” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 05: Party time and celebrations</b> can be used to meet this content descriptor. In this unit, students learn how to invite someone to a party and ask for details about someone else's party. This can be used to practise requesting and granting permission for an event. For example, a student could practise asking for</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p>

		<p>permission to attend a party or granting permission for a friend to come to their party.</p> <p><b>Intermediate - “Give and respond to invitations” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 06: Making Plans</b> is a perfect fit for this content descriptor. In this unit, students learn how to ask someone to join in an activity and arrange a time and place to meet up. They also learn how to accept or turn down an invitation. This can be used to practise giving and responding to invitations. For example, a student could practise inviting a friend to go to the movies and responding to a friend's invitation to go to the park.</li> </ul> <p><b>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 09: Daily Routine</b> can be used to meet this content descriptor. In this unit, students learn how to talk about one's own daily routine and ask about somebody else's daily routine. This can be used to practise establishing and negotiating guidelines for the completion of actions. For example, a student could practise establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers.</li> </ul> <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	<p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
	<p><b>Understand and reciprocate detailed information about their own and others' personal worlds</b></p>	<p><b>For beginners</b>, the content descriptor focuses on asking for and providing detailed information on topics of personal significance such as friends and lifestyles. In Education Perfect, this can be achieved through</p> <ul style="list-style-type: none"> <li>• <b>Unit 09: Daily Routine</b>, where students learn to talk about their own daily routines, ask about someone else's routine and understand the differences in routines across different cultures. This unit enables beginners to start a conversation about their day and lifestyle, which is a significant aspect of personal worlds.</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a></p>

		<p><b>For intermediate learners</b>, the content descriptor aims to convey facts about events in different time frames such as the past, present, or future. This can be achieved through units like</p> <ul style="list-style-type: none"> <li>• <b>Unit 10: Past Holidays - Descriptions and impressions and Unit 04: Going on a holiday</b> teach students to use different tenses to talk about how and where they spent past holidays, discuss future holiday plans, and ask others about their holiday experiences. The grammar points in these units such as "<b>Past tenses</b>" and "<b>The Future tense.</b>" help in conveying information in different time frames.</li> </ul> <p><b>For advanced learners</b>, the content descriptor aims to convey detailed information on a specific topic of interest.</p> <ul style="list-style-type: none"> <li>• <b>Immersion - Unit 01: Ordering in a restaurant</b> is an example in Education Perfect where advanced learners can delve into specific topics in the target language like asking about food, recommending food or restaurant reviews. In this unit, students learn to communicate in a restaurant context, understand and use common words ordering and paying for food. This detailed information allows advanced learners to deeply engage in a topic of personal interest.</li> </ul>	<p><a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
<p>Express and compare emotions and personal preferences</p>		<p><b>Beginner - "Convey feelings about favourite people, places or things". (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 2: Fashion and Shopping for Clothes:</b> Students can use the vocabulary and grammar points learned in this unit to express feelings about their favourite pieces of clothing and describe what people are wearing.</li> <li>• <b>Unit 04 Going on Holiday:</b> Students can use the vocabulary and grammar points learned in this unit to discuss holiday plans and express feelings about their favourite destinations or activities.</li> <li>• <b>Unit 6: Organising an Outing with Friends:</b> This unit allows students to talk about their favourite activities and make plans to participate in them.</li> </ul> <p><b>Intermediate - "Share and explain feelings of happiness, pain, or</b></p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p>



		<p><b>surprise.” (NESA)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 05: Party time and celebrations:</b> Students can use the vocabulary and grammar points learned in this unit to talk about how enjoyable a party is, was, or will be, and share feelings of happiness associated with celebrations.</li><li>● <b>Unit 09 At the Doctor's:</b> This unit provides students with the language to describe common ailments and injuries, allowing them to express pain and concerns about health.</li><li>● <b>Unit 10 Past Holidays:</b> Students can use the vocabulary and grammar points learned in this unit to share experiences about their past holidays, including whether they were happy, surprised, or disappointed with certain aspects.</li></ul> <p><b>Advanced - “Express and justify feelings of concern for other people.” (NESA)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 09 At the Doctor's:</b> Advanced students can use the language learned to not only describe ailments but also express concern for others’ health and well-being. They can give suggestions for a healthy lifestyle.</li><li>● <b>Unit 5: Party Time and Celebrations:</b> In this unit, students can express concerns or considerations when planning a party, thinking about the preferences and needs of the guests.</li><li>● <b>Unit 6: Organising an Outing with Friends:</b> Advanced students can further discuss the implications and considerations in making plans with others, expressing concern for their preferences and availability.</li></ul>	<p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor's</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
	<p><b>Ask questions, make requests and explain actions</b></p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"><li>● <b>Unit 2: Fashion and Shopping for Clothing :</b> This unit teaches students how to ask for a piece of clothing at a store and inquire about the cost, which falls under the beginner level of asking for and following instructions.</li><li>● <b>Unit 3: My Town and Giving Directions:</b> Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions.</li></ul> <p><b>Intermediate:</b></p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a> <a href="#">Unit 02: Fashion and Shopping for clothes</a> <a href="#">Unit 03: Towns and Directions</a> <a href="#">Unit 04: Booking a Holiday</a> <a href="#">Unit 05: Party time and celebrations</a> <a href="#">Unit 06: Making plans</a> <a href="#">Unit 07: At the Doctors</a> <a href="#">Unit 08: Past Holidays - Activities</a> <a href="#">Unit 09: Daily Routine</a></p>



		<ul style="list-style-type: none"><li>● <b>Unit 09 At the Doctor's:</b> Students will learn to understand a medical professional's treatment recommendations and ask questions about medical treatment, which falls under asking for and responding to advice.</li><li>● <b>Unit 6: Organising an Outing with Friends:</b> In this unit, students can ask someone to join in an activity and talk about favourite activities, which involves explaining choices and asking for advice.</li><li>● <b>Unit 04: Going on Holiday:</b> Students will learn how to book a hotel and/or train ticket and complain about problems in a hotel. This aligns with the intermediate level of explaining choices and responding to advice.</li></ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"><li>● <b>Unit 09: At the Doctor's:</b> This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices.</li><li>● <b>Unit 5: Party Time and Celebrations:</b> This unit involves inviting somebody to a party and talking about how enjoyable a party is, was, or will be. This could encompass persuading someone to change their point of view regarding attending an event or celebration.</li></ul>	<p><a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor's</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
Discuss and justify opinions, ideas and perspectives		<p><b>Beginner - "Ask about and express a point of view" (NESA).</b></p> <ul style="list-style-type: none"><li>● <b>In Unit 2: Fashion and Shopping for Clothes,</b> students learn to ask for a piece of clothing at a store and give an opinion about a piece of clothing. This helps beginners to ask about and express their views on clothing items, enabling them to participate in basic discussions.</li></ul> <p><b>Intermediate - "Share and justify satisfaction and dissatisfaction". (NESA)</b></p> <ul style="list-style-type: none"><li>● <b>In Unit 04: Going on Holiday,</b> students learn how to discuss holiday plans, book a hotel, and even complain about problems in a hotel. This aligns with the intermediate level as they need to share and justify their satisfaction or dissatisfaction with the hotel services. Another example is in <b>Unit 5: Party Time and Celebrations,</b> where students learn to talk about how enjoyable a party is, was, or will be. This also enables them to share and justify their satisfaction or dissatisfaction regarding parties and celebrations.</li></ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a> <a href="#">Unit 02: Fashion and Shopping for clothes</a> <a href="#">Unit 03: Towns and Directions</a> <a href="#">Unit 04: Booking a Holiday</a> <a href="#">Unit 05: Party time and celebrations</a> <a href="#">Unit 06: Making plans</a> <a href="#">Unit 07: At the Doctors</a> <a href="#">Unit 08: Past Holidays - Activities</a> <a href="#">Unit 09: Daily Routine</a> <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a></p>



		<p><b>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 07: At the Doctor’s</b>, students learn to describe common ailments and injuries, understand a medical professional’s treatment recommendations, ask questions about medical treatment, and give suggestions for a healthy lifestyle. This allows them to explain and clarify their personal stance on health-related issues, and give advice or suggestions, reflecting a more advanced level of discussion.</li> </ul>	<p><a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor’s</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 2: Fashion and Shopping for Clothes</b>, learners will communicate and answer basic questions in a shopping context. This aligns with the beginner level, where students learn to ask for clarification or confirmation as they will ask about and request items in a shop.</li> <li>● <b>Unit 04: Going on Holiday</b> covers booking a hotel and train ticket, as well as complaining about problems in a hotel. Here, students may ask for clarification regarding booking procedures or confirmation of reservations.</li> <li>● <b>Unit 06: Making Plans</b> focuses on making plans, which includes asking someone to join in an activity and arranging a time and place to meet up. This can involve beginners asking for clarification on plans or providing suggestions.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>● <b>In Unit 2: Fashion and Shopping for Clothes</b>, learners learn to describe what people are wearing and to ask for a piece of clothing at a store. They also give opinions about clothing. This can involve managing turn-taking as they interact with store employees and other shoppers.</li> <li>● <b>Unit 5: Party Time and Celebrations</b> covers inviting someone to a party and asking for details about someone else’s party, which involves managing turn-taking in a group setting as they talk about party plans and details.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 04: Towns and Directions</b> helps learners describe towns and ask for and give directions. An advanced student can offer to</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays – Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays – Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor’s</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p>explain or clarify directions to restore communication if there is confusion.</p> <ul style="list-style-type: none"> <li>● <b>Unit 07: At the Doctor's</b> focuses on naming and listing basic body parts, describing common ailments, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. Advanced learners can offer to explain or clarify medical terms and treatment recommendations to facilitate communication in the context of healthcare.</li> <li>● <b>In Unit 10: Past Holidays - Descriptions and impressions,</b> learners are taught to talk about past holidays and ask others about their holiday experiences. Advanced learners can offer to clarify or explain aspects of their holidays to sustain a conversation.</li> </ul>	
<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> <li>● <b>Interactive Listening Tasks</b> These tasks allow students to listen to native speakers and practise understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language.</li> <li>● <b>Pronunciation Practice</b> Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent.</li> <li>● <b>Voice Recording</b> Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills.</li> <li>● <b>Instant Feedback</b> The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills.</li> <li>● <b>Vocabulary Building</b> The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.</li> <li>● <b>Grammar Lessons</b> Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions.</li> </ul>	<p>All Intermediate Listening, speaking and grammar lessons</p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a></p>



			<a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a>
	<b>Adjust and adapt vocabulary from a wide range of themes to interact</b>	<ul style="list-style-type: none"><li>● <b>Vocabulary Building</b> The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.</li></ul> <p><b>Beginner Level - “themes such as education, travel, and celebrations” (NESAs)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 01: Ordering in a Restaurant:</b> This unit introduces students to the basics of ordering food in a restaurant, a common scenario in travel. The vocabulary list includes core and extra words related to this theme.</li><li>● <b>Unit 04: Going on Holiday:</b> This unit covers the theme of travel, with lessons on discussing holiday plans, booking a hotel, and understanding hotel reviews.</li><li>● <b>Unit 5: Party Time and Celebrations:</b> This unit focuses on the theme of celebrations, teaching students how to invite someone to a party, talk about presents, and express enjoyment at a party.</li></ul> <p><b>Intermediate Level - “themes such as personal expression, relationships, and communication” (NESAs)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 2: Fashion and Shopping for Clothes:</b> This unit helps students communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and understand recipes.</li><li>● <b>Unit 03: Clothing:</b> This unit allows students to express personal style and preferences, as they learn to describe what people are wearing, ask for a piece of clothing at a store, and give an opinion about a piece of clothing.</li><li>● <b>Unit 06: Making Plans:</b> This unit focuses on communication and relationships, as students learn to ask someone to join an activity, arrange a time and place to meet up, and accept or turn down an invitation.</li></ul> <p><b>Advanced Level - themes such as well-being, milestones, and legacy (NESAs)</b></p>	<b>Vocabulary Glossary for each Unit</b>  <b>Intermediate Italian:</b>  <a href="#">Unit 01: Ordering in a restaurant</a> <a href="#">Unit 02: Fashion and Shopping for clothes</a> <a href="#">Unit 03: Towns and Directions</a> <a href="#">Unit 04: Booking a Holiday</a> <a href="#">Unit 05: Party time and celebrations</a> <a href="#">Unit 06: Making plans</a> <a href="#">Unit 07: At the Doctors</a> <a href="#">Unit 08: Past Holidays – Activities</a> <a href="#">Unit 09: Daily Routine</a> <a href="#">Unit 10: Past Holidays – Descriptions and impressions</a>  <b>Italian Intermediate Visual Texts</b>  <a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor’s</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a>

		<ul style="list-style-type: none"> <li>● <b>Unit 07: At the Doctor's:</b> This unit covers the theme of well-being, teaching students to name and list basic body parts, describe common ailments and injuries, understand a medical professional's treatment recommendations, and give suggestions for a healthy lifestyle.</li> <li>● <b>Unit 10: Past Holidays - Descriptions and impressions:</b> This unit allows students to discuss milestones and experiences, as they learn to talk about how and where they spent past holidays, ask somebody else about their past holiday(s), and describe various ways of travelling.</li> </ul>	
	<p><b>Control and manipulate a range of structures and features of the grammatical system to interact</b></p>	<p><b>Unit 01: Ordering in a Restaurant</b></p> <ul style="list-style-type: none"> <li>● <b>Grammar Focus:</b> Formal and informal address, changing verb forms, interrogatives, sentence construction with "vorrei" and "prendo", price inquiries.</li> <li>● <b>Alignment:</b> Students learn to manipulate verb forms and use interrogatives, crucial for interactive communication in various dining contexts.</li> </ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>● <b>Grammar Focus:</b> Verb "Indossare" usage, adjective agreements, question formulation, Italian number system.</li> <li>● <b>Alignment:</b> Students practise gender and number agreement, essential for accurate communication in shopping scenarios.</li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>● <b>Grammar Focus:</b> "Dove" for location, "abitare" conjugations, descriptive sentences, imperative for directions.</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<ul style="list-style-type: none"><li>● <b>Alignment:</b> Offers practice in giving directions and describing towns, using a range of grammatical structures for effective interaction.</li></ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"><li>● <b>Grammar Focus:</b> Prepositions with destinations, time expressions, reservations, verb conjugations for travel-related actions.</li><li>● <b>Alignment:</b> Engages students in real-life travel scenarios, requiring control of various grammatical elements for clear interaction.</li></ul> <p><b>Unit 05: Party Time and Celebrations</b></p> <ul style="list-style-type: none"><li>● <b>Grammar Focus:</b> "Veni" and "venite" for invitations, birthday expressions, party-related vocabulary.</li><li>● <b>Alignment:</b> Focuses on social interactions in party settings, utilising specific verb forms and vocabulary for effective communication.</li></ul> <p><b>Unit 06: Making Plans</b></p> <ul style="list-style-type: none"><li>● <b>Grammar Focus:</b> "Volere" for desires, phrases for interest, time expressions.</li><li>● <b>Alignment:</b> Encourages students to use a range of structures to suggest, accept, or decline outings, reflecting real-life social interactions.</li></ul> <p><b>Unit 07: At the Doctor's</b></p> <ul style="list-style-type: none"><li>● <b>Grammar Focus:</b> Body part singular/plural forms, expressing pain, sentence construction with "dovere" and "aver bisogno di".</li><li>● <b>Alignment:</b> Enables students to describe health issues and seek advice, using varied grammatical forms for clear communication.</li></ul>	
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		<p><b>Unit 08: Past Holidays - Activities</b></p> <ul style="list-style-type: none"> <li>• <b>Grammar Focus:</b> Past participle forms, questions about holidays, prepositions with countries/cities.</li> <li>• <b>Alignment:</b> Encourages recounting past experiences using appropriate tenses and structures, fostering interaction about personal experiences.</li> </ul> <p><b>Unit 09: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Grammar Focus:</b> Reflexive verbs, time-telling, linking expressions.</li> <li>• <b>Alignment:</b> Focuses on everyday activities, using reflexive verbs and time expressions for clear daily interaction.</li> </ul> <p><b>Unit 10: Past Holidays - Descriptions and impressions</b></p> <ul style="list-style-type: none"> <li>• <b>Grammar Focus:</b> Imperfetto tense for past actions, linking expressions.</li> <li>• <b>Alignment:</b> Enhances narrative skills in past tense, necessary for sharing personal stories and experiences.</li> </ul>	
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</p>	<p><b>Beginner Level - "Use polite forms and show awareness of politeness conventions." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 01: Ordering in a Restaurant:</b> Teaches polite forms like "per favore" (please) and "grazie" (thank you). Understanding dining etiquette in Italy, such as saying "buon appetito" before eating, aligns with showing awareness of politeness conventions.</li> <li>• <b>Cultural Focus:</b> Emphasises the importance of interpersonal interactions in Italian dining, which is crucial for understanding and respecting Italian politeness conventions.</li> </ul>	<p><b>In the introduction lesson of each unit:</b></p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p>



		<p><b>Intermediate Level - "Use appropriate language for avoiding and managing misunderstandings in interactions."(NESA)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 02: Fashion and Shopping for Clothes:</b> Students learn to ask about items, colours, and sizes, which are essential for clear communication in shopping scenarios, thereby avoiding misunderstandings.</li><li>● <b>Unit 03: Towns and Directions:</b> Offers practical language skills for asking directions, crucial in managing potential misunderstandings when navigating Italian towns.</li><li>● <b>Unit 05: Party Time and Celebrations:</b> Involves planning and discussing party details, where precise language use helps in avoiding misunderstandings about event specifics.</li></ul> <p><b>Advanced Level - "Adjust register of language to convey meaning in unfamiliar situations."(NESA)</b></p> <ul style="list-style-type: none"><li>● <b>Unit 04: Booking a Holiday:</b> Covers formal and informal language use in different contexts like hotel reservations, reflecting the ability to adjust language register according to the situation.</li><li>● <b>Unit 06: Making Plans:</b> Encourages using various language styles when making plans, adapting language according to the formality of the situation (e.g., casual outings vs. formal events).</li><li>● <b>Unit 07: At the Doctor's:</b> Students learn to describe health issues and seek advice, a context where adjusting language to the seriousness of the situation is essential.</li></ul>	<p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor's</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
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# Understanding Texts

(Listening, Speaking, Reading, Writing)

## Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP 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>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practise and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p><b>Beginner Level - (NESA example: a recording to explain a change of plans):</b></p> <ul style="list-style-type: none"> <li>● <b>EP's Unit 6: Organising an Outing with Friends</b> Many of the conversations in the lessons involve planning, rearranging schedules, and making decisions that could affect existing plans.</li> </ul> <p><b>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling):</b></p> <ul style="list-style-type: none"> <li>● <b>EP's Unit 2: Fashion and Shopping for Clothes</b> can be aligned with this level. Monologues, conversations, and texts offer a framework for introducing language skills, listening exercises, and critical thinking on familiar themes that can be a stepping stone to broader topics like recycling or sustainability.</li> </ul> <p><b>Advanced Level - (NESA example: an article addressing an issue of global significance):</b></p>	<ul style="list-style-type: none"> <li>● <b>Intermediate Italian:</b></li> <li>● <a href="#">Unit 01: Ordering in a restaurant</a></li> <li>● <a href="#">Unit 02: Fashion and Shopping for clothes</a></li> <li>● <a href="#">Unit 03: Towns and Directions</a></li> <li>● <a href="#">Unit 04: Booking a Holiday</a></li> <li>● <a href="#">Unit 05: Party time and celebrations</a></li> <li>● <a href="#">Unit 06: Making plans</a></li> <li>● <a href="#">Unit 07: At the Doctors</a></li> <li>● <a href="#">Unit 08: Past Holidays - Activities</a></li> <li>● <a href="#">Unit 09: Daily Routine</a></li> <li>● <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></li> <li>●</li> <li>● <b>Italian Intermediate Visual Texts</b></li> <li>●</li> <li>● <a href="#">Ordering in a Restaurant or Café</a></li> <li>● <a href="#">Fashion, Shopping for Clothes, and Weather</a></li> <li>● <a href="#">Towns and Directions</a></li> <li>● <a href="#">Booking a Holiday</a></li> <li>● <a href="#">Party Time and Celebrations</a></li> <li>● <a href="#">Organising and Outing with Friends</a></li> <li>● <a href="#">At the Doctor's</a></li> </ul>



		<ul style="list-style-type: none"> <li>• <b>EP's Unit 04: Going on Holiday and Unit 10 past Holidays</b> This unit offers students the linguistic tools to understand discussions on global issues, even if it doesn't directly address them. <b>Listening and Reading Comprehension:</b> The focus on travel allows students to engage with contexts that may have global implications, like sustainability or cultural exchange.</li> </ul> <p><b>Grammar Points:</b> Understanding 'Future Tense' can help students grasp future projections related to global issues.</p> <p><b>Cultural Focus:</b> Exposure to monuments and holidays can indirectly prepare students to understand the broader cultural aspects in globally significant articles.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Past Holiday Activities</a></li> <li>• <a href="#">Daily Routine</a></li> <li>• </li> </ul>
	<p><b>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</b></p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons. The platform's design encourages this cumulative learning, allowing students to apply strategies they have learned in one context to new and different contexts.</p> <p><b>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Example: In Unit 01: Ordering in a Restaurant,</b> beginners are introduced to the concept of ordering food in a restaurant. They learn common phrases and vocabulary related to this context. The first lessons such as "Introduction: Ordering in a Restaurant" help them activate their prior knowledge about restaurants and food. They can use this knowledge to summarise the text, understand the context better, and share their understanding with others. In each Education Perfect Languages unit, including this one, there are listening and reading lessons where</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a></p>

		<p>students are presented with a variety of spoken, written and multimodal texts in authentic contexts. They are required to locate, process information and respond in different ways. This helps them develop comprehension strategies that they can reuse in future units or lessons.</p> <p><b>Intermediate - “Use contextual clues to translate and explain a text”.(NESA)</b></p> <p>The units, while diverse in topics, all align with the overarching goal of using contextual clues for text translation and explanation.</p> <ul style="list-style-type: none"> <li>● <b>Unit 01: Ordering in a Restaurant or Café:</b> This unit focuses on understanding and utilising essential vocabulary and expressions related to ordering, commenting on food, understanding the menu, and asking about prices. It includes texts like orders and menu requests, which require students to use contextual clues to understand and interpret the language used in these typical dining situations.</li> <li>● <b>Unit 02: Fashion and Shopping for Clothes:</b> In this unit, students engage with texts related to shopping for clothes, asking about items, colours, sizes, and prices. This involves interpreting dialogues and descriptions within shopping contexts, requiring the use of contextual clues to translate and understand the text.</li> <li>● <b>Unit 03: Towns and Directions:</b> This unit includes navigating descriptions of towns, giving and understanding directions, and elaborating on what a town feels like. Students are exposed to texts involving directions and descriptions of towns, where they must use contextual clues to comprehend and convey the content accurately.</li> <li>● <b>Unit 04: Booking a Holiday:</b> Involving conversations about travel plans, accommodations, and reservations, this unit requires students to interpret and explain texts related to holiday bookings, utilising</li> </ul>	<p><a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p>
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		<p>contextual clues to understand and respond to different scenarios in travel contexts.</p> <ul style="list-style-type: none"> <li>● <b>Unit 05: Party Time and Celebrations:</b> Here, students deal with texts related to parties and celebrations. Understanding invitations, plans, and activities around these events often requires interpreting contextual clues to grasp the nuances of the text.</li> <li>● <b>Unit 06: Making Plans:</b> This unit revolves around making arrangements, suggesting ideas for outings, and discussing plans. Students are required to understand and explain texts that involve planning and organising, using contextual clues to translate and communicate effectively.</li> <li>● <b>Unit 07: At the Doctor's:</b> Focused on health-related contexts, students encounter texts describing ailments, symptoms, and medical advice. Understanding these texts requires using contextual clues to accurately interpret and explain health-related information.</li> <li>● <b>Unit 08: Past Holidays - Activities:</b> In this unit, students discuss and interpret texts about past holidays. They use contextual clues to understand and explain narratives about holiday experiences, weather conditions, and activities.</li> <li>● <b>Unit 09: Daily Routine:</b> This unit involves texts about daily routines and activities. Students use contextual clues to understand and explain the details of these routines in various cultural contexts.</li> <li>● <b>Unit 10: Past Holidays - Descriptions and Impressions:</b> Here, students learn to describe and discuss past holidays. They rely on contextual clues to interpret and explain descriptions, impressions, and experiences related to past travels.</li> </ul> <p style="text-align: center;">●</p> <p><b>Advanced - "Summarise and explain inferred meaning in a text for others."(NESA)</b></p>	
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		<p>Though the units cover various topics, each one emphasises summarising and explaining inferred meaning, particularly through comprehension exercises in listening and reading</p> <ul style="list-style-type: none"> <li>● <b>Ordering in a Restaurant:</b> Inferred meaning on customer satisfaction, social etiquette.</li> <li>● <b>Fashion and Shopping:</b> Nuanced opinions on fashion, social cues in shopping interactions.</li> <li>● <b>My Town and Directions:</b> Unspoken community norms, wayfinding cues.</li> <li>● <b>Booking a Holiday:</b> Reading between lines in hotel reviews, inferring travel plans.</li> <li>● <b>Party Time:</b> Inferred social norms, implied themes of gatherings.</li> <li>● <b>Outing with Friends:</b> Implied emotional tones in invites, deducing group dynamics.</li> <li>● <b>Daily Routine:</b> Inferring lifestyle choices, day-to-day priorities.</li> <li>● <b>At the Doctor's:</b> Deciphering medical advice, implied urgency in treatments.</li> <li>● <b>Past Holidays:</b> Inferring emotional tones, deducing experiences from recounts.</li> </ul>	
	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</p>	<p><b>Beginner Level - “At this level, students can respond personally to an interview with a well-known person from a target language-speaking country.”(NESA)</b></p> <p><b>Unit 01: Ordering in a Restaurant:</b> For example, in the unit "Ordering in a Restaurant," students learn to use appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding an Italian menu. They can use these skills to interpret and respond to an interview with a famous Italian chef, for instance.</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p>



		<p><b>Intermediate Level - “At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country.” (NESA)</b></p> <p><b>Unit 01: Ordering in a Restaurant</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Communication, asking for prices, understanding menus</li><li>• Suggested Task: Students can compare restaurant etiquette in Italian and Australia through interviews with restaurant owners or chefs.</li></ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Describing clothes, asking for prices</li><li>• Suggested Task: Students can interpret and compare interviews with fashion designers from Italian and local designers.</li></ul> <p><b>Unit 03: My Town and Giving Directions</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Describing towns, asking for and giving directions</li><li>• Suggested Task: Compare town planning or tourist attractions through interviews with local authorities or tourism boards.</li></ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Discussing holiday plans, booking hotels</li><li>• Suggested Task: Students could compare travel experiences by interpreting interviews with travel bloggers or tourism experts.</li></ul> <p><b>Unit 05: Party Time</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Discussing party plans, invitations</li><li>• Suggested Task: Interpret interviews with event planners to compare party culture in Italian and Australia.</li></ul> <p><b>Unit 06: Making plans</b></p> <ul style="list-style-type: none"><li>• EP Key Skills: Planning activities, arranging meet-ups</li><li>• Suggested Task: Compare leisure activities through interviews with people discussing their favourite ways to spend time with friends.</li></ul> <p><b>Unit 07: At the Doctor’s</b></p>	<p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor’s</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
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		<ul style="list-style-type: none"> <li>• EP Key Skills: Discussing health issues, understanding treatment</li> <li>• Suggested Task: Students can compare healthcare systems by interpreting interviews with healthcare professionals.</li> </ul> <p><b>Unit 09: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• EP Key Skills: Discussing daily routine, asking about routines</li> <li>• Suggested Task: Students could compare daily routines by interpreting interviews with individuals from different professional backgrounds.</li> </ul> <p><b>Unit 08 and 10: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• EP Key Skills: Discussing past holidays, asking about holiday experiences</li> <li>• Suggested Task: Interpret interviews about holiday experiences to compare cultural differences in vacationing.</li> </ul> <p><b>Advanced Level - “ At this level, students can provide an evaluative response to discuss perspectives in texts and explain their own conclusions based on the information.”</b></p> <p><b>NESA</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 02: Clothing</b> In this unit, students learn to describe what people are wearing, ask for a piece of clothing at a store, ask how much something costs, and give an opinion about a piece of clothing. They can use these skills to evaluate and discuss different perspectives on fashion trends, clothing choices, and shopping habits in various Italian, based on interviews or articles featuring well-known fashion designers or influencers.</li> </ul>	
	<p><b>Demonstrate understanding of the context, purpose and</b></p>	<p><b>Beginner Level - “Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose.”(NESA)</b></p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a></p>

	<p>audience in predictable texts</p>	<p><b>Unit 01: Ordering in a Restaurant or Café</b></p> <ul style="list-style-type: none"> <li>• Vocabulary and phrases: Students learn essential expressions for ordering and commenting on food, like "vorrei" (I would like) and "prendo" (I will have). This directly helps them identify how language is used to emphasise key points in texts, fulfilling the NSW descriptor.</li> <li>• Grammar: Understanding formal and informal address and verb forms supports their ability to recognize how language choices influence the purpose of communication</li> </ul> <p><b>Intermediate Level - "Identify cultural references in texts and examine their effect on the audience."(NESA)</b>          These units offer a multi-faceted exploration of Italian culture and language. While teaching linguistic skills, they provide context, enabling students to better understand cultural nuances.</p> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>• Cultural Focus: By learning about Italian clothing sizes, etiquettes in shopping, and seasonal weather patterns, students gain insights into cultural references, aligning with the NSW descriptor.</li> <li>• Reading &amp; Listening Texts: The descriptions of typical Italian clothing and shopping scenarios offer real-world contexts where students can identify and examine cultural elements.</li> </ul> <p><b>Advanced Level - "Identify and analyse language techniques used in texts in order to achieve purpose."(NESA)</b>          The units offer rich content that naturally lends itself to developing students' skills in understanding language techniques. Teachers can use the themes and learning outcomes as a foundation to extend advanced skills like identifying and analysing language techniques.</p>	<p><a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
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		<p><b>Unit 07: At the Doctor's</b></p> <ul style="list-style-type: none"> <li>● Grammar: The use of different verb tenses and constructing questions enhances students' ability to analyse language techniques used in texts.</li> <li>● Cultural Focus: Understanding the significance of health in Italian culture and familiarising with health practices aids in analysing how language techniques achieve a purpose, such as offering advice or expressing discomfort.</li> </ul> <p>Each unit's structured approach, incorporating listening, reading, writing, and speaking activities, caters to the different proficiency levels within the same classroom. This structure ensures that all students, regardless of their level, engage with the content meaningfully and align with the NSW descriptors. The variety of texts, contexts, and grammar points in each unit offers a comprehensive approach to understanding the nuances of the Italian language and culture, directly contributing to students' ability to meet the NSW content descriptors.</p>	
<p><b>Applying knowledge of language systems to understand and respond to target language texts</b></p>	<p><b>Use knowledge of a wide range of features of the sound system to understand texts</b></p>	<p>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.</p> <p><b>Grammar Focus:</b> Each unit emphasises specific grammar points, such as verb conjugations, interrogatives, and sentence construction. This approach directly supports students in applying their understanding of Italian language systems, enhancing their ability to comprehend and respond to various texts.</p> <p><b>Listening and Reading Comprehension:</b> The units include diverse listening and reading texts, such as conversations in restaurants, fashion-related dialogues, and discussions</p>	<p>All the Listening and Video Lessons in the Units</p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p>





		<p>about towns and directions. This variety exposes students to different contexts and vocabulary, aiding in understanding and responding to Italian texts effectively.</p> <p><b>Sound System Knowledge:</b></p> <p><b>Pronunciation and Intonation:</b> The audio components in the listening exercises provide students with exposure to the Italian sound system. They can hear and practise pronunciation, intonation, and rhythm, crucial for understanding spoken Italian.</p> <p><b>Cultural Nuances:</b> The units incorporate cultural elements, such as Italian dining etiquette, shopping practices, and town landmarks. Understanding these cultural references can enhance students' ability to infer meanings and nuances in spoken and written Italian.</p> <p><b>Alignment with NSW Content Descriptor:</b></p> <p><b>Application of Language Knowledge:</b> By engaging with structured lessons and diverse language exercises, students apply their knowledge of Italian grammar and vocabulary in practical scenarios, meeting the NSW descriptor's objective.</p> <p><b>Comprehension Skills:</b> The comprehension sections, both listening and reading, challenge students to understand texts on various topics, using their knowledge of Italian language systems. This aligns with the NSW goal of understanding and responding to target language texts.</p>	<p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor's</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
	<p><b>Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts</b></p>	<p>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.</p>	<p>All the Listening and Video Lessons in the Units</p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a> <a href="#">Unit 02: Fashion and Shopping for clothes</a></p>

		<p><b>Unit 01: Ordering in a Restaurant or Café</b></p> <ul style="list-style-type: none"> <li>• Pronunciation of Key Vocabulary: Sounds of essential words and expressions related to dining, like menu items and phrases used in restaurants, are crucial. This assists in the accurate pronunciation and comprehension of these words in spoken Italian.</li> <li>• Listening Texts: Texts involving orders and interactions in dining settings provide practical exposure to the way Italian sounds correlate with written words.</li> </ul> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>• Verb Pronunciation: The pronunciation of verbs like "Indossare" (to wear) and related vocabulary enhances the understanding of how these words are represented in written texts.</li> <li>• Listening Examples: Descriptions of attire and shopping dialogues offer exposure to the pronunciation of fashion-related terms, aiding in sound-symbol recognition.</li> </ul> <p><b>Unit 03: Towns and Directions</b></p> <ul style="list-style-type: none"> <li>• City Names and Directions: Pronunciation of Italian city names and direction terms helps in correlating spoken words with their written forms.</li> <li>• Listening Comprehensions: Descriptions of towns and directions provide practical exposure to the sounds of the Italian language in the context of geography and navigation.</li> </ul> <p><b>Unit 04: Booking a Holiday</b></p> <ul style="list-style-type: none"> <li>• Travel Vocabulary: Focusing on the pronunciation of words related to travel, accommodations, and time expressions aids in connecting these sounds with their written counterparts.</li> <li>• Listening Activities: Conversations about travel plans offer real-life examples of how these terms sound in spoken Italian.</li> </ul> <p><b>Unit 05: Party Time and Celebrations</b></p>	<p><a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
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		<ul style="list-style-type: none"> <li>• <b>Event-Specific Vocabulary:</b> Pronouncing words related to parties and celebrations helps in understanding their written forms.</li> <li>• <b>Audio Texts:</b> Dialogues about party planning and celebrations provide exposure to the sounds of relevant Italian vocabulary.</li> </ul> <p><b>Unit 06: Making Plans</b></p> <ul style="list-style-type: none"> <li>• <b>Social Planning Vocabulary:</b> Emphasis on the pronunciation of words used in making plans, like “venire” (to come), reinforces their written forms.</li> <li>• <b>Listening Scenarios:</b> Conversations about social arrangements provide practical listening experience, linking spoken words to their written forms.</li> </ul> <p><b>Unit 07: At the Doctor’s</b></p> <ul style="list-style-type: none"> <li>• <b>Medical Terminology:</b> Accurate pronunciation of body parts and ailments is vital in linking these words to their written representations.</li> <li>• <b>Listening Passages:</b> Descriptions of medical scenarios and discussions about health issues offer real-world examples of sound-symbol relationships in medical Italian.</li> </ul> <p><b>Unit 08: Past Holidays</b></p> <ul style="list-style-type: none"> <li>• <b>Pronunciation of Past Tense Forms:</b> Understanding the sounds of past participle forms helps in correlating these sounds with their written forms.</li> <li>• <b>Listening to Holiday Descriptions:</b> Narratives about past holidays provide exposure to the pronunciation of words used in describing past events.</li> </ul> <p><b>Unit 09: Daily Routine</b></p> <ul style="list-style-type: none"> <li>• <b>Routine Vocabulary Pronunciation:</b> Focusing on the sounds of words related to daily routines enhances their recognition in written texts.</li> <li>• <b>Listening to Daily Descriptions:</b> Dialogues about daily activities provide practical examples of how these words are pronounced in spoken Italian.</li> </ul> <p><b>Unit 10: Past Holidays</b></p>	
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		<ul style="list-style-type: none"> <li>● Pronunciation of Holiday Terms: Emphasis on the sounds of words related to holidays and past experiences aids in their written comprehension.</li> <li>● Listening to Holiday Recollections: Narratives and discussions about past holidays offer examples of sound-symbol relationships in the context of holiday experiences.</li> </ul>	
	<p><b>Use knowledge of vocabulary from a wide range of themes to understand and respond to texts</b></p>	<p>Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.</p> <p><b>Examples per unit</b></p> <p><b>Ordering in a Restaurant or Café (Unit 01):</b> Students learn vocabulary and expressions for dining scenarios. This unit enhances their ability to understand and engage with texts related to food, dining customs, and prices. The grammar and cultural points focus on practical, everyday interactions, directly building vocabulary within a specific context.</p> <p><b>Fashion, Shopping for Clothes, and Weather (Unit 02):</b> This unit equips learners with language skills for discussing clothing, shopping, and weather. Understanding and using color adjectives, asking for assistance, and talking about weather are directly linked to a wide range of themes, improving comprehension and response capabilities in these contexts.</p> <p><b>Towns and Directions (Unit 03):</b> Students learn to describe towns, give directions, and discuss various activities. The cultural focus on Italian towns and activities expands their vocabulary related to geography, landmarks, and daily life in Italy.</p> <p><b>Booking a Holiday (Unit 04):</b> Vocabulary for travel plans, accommodations, and time expressions is covered. This directly relates to understanding and responding to</p>	<p>Every unit has a vocabulary folder related to the topic of the course</p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p>travel-related texts, including conversations about reservations and accommodations.</p> <p><b>Party Time and Celebrations (Unit 05):</b> This unit teaches vocabulary for parties and celebrations, enhancing students' ability to understand and respond to texts about social events, invitations, and cultural nuances in celebrations.</p> <p><b>Organising an Outing with Friends (Unit 06):</b> It focuses on making plans and discussing activities, which helps students understand informal dialogues and texts involving social planning.</p> <p><b>At the Doctor's (Unit 07):</b> Learning to describe ailments and health-related advice expands vocabulary related to health and wellbeing, allowing students to comprehend and respond to medical texts or conversations.</p> <p><b>Past Holidays (Unit 08 and 10):</b> These units focus on describing past experiences and holidays, using past tense and linking expressions. This is vital for understanding narratives and personal recounts in Italian.</p> <p><b>Daily Routine (Unit 09):</b> Covering daily activities and time-telling, this unit aids in understanding texts related to daily life, schedules, and habits.</p>	
	<p><b>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</b></p>	<p><b>Understanding of Grammar Structures:</b></p> <p>The course's comprehensive coverage of Italian grammar, including verb tenses, sentence structures, and the use of interrogatives, directly aids in reading comprehension. Students learn to decode complex sentences and understand their meaning. For instance, in Unit 01, understanding the use of formal and informal address and verb conjugations helps students comprehend written dialogues in restaurant scenarios.</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a></p>

		<p><b>Reading Comprehension Skills:</b></p> <p>Each unit incorporates reading texts that challenge students to apply their understanding of Italian grammar and vocabulary. This exposure is crucial for developing the ability to comprehend a wide range of written materials. Units like "<b>Fashion and Shopping for Clothes</b>" include texts with specific vocabulary and expressions, enhancing students' ability to understand and interpret written information in these contexts.</p> <p><b>Vocabulary Development:</b></p> <p>A rich vocabulary is fundamental for reading comprehension. The course provides targeted vocabulary in each unit, relevant to the unit's theme, which helps students better understand and respond to texts they read. For example, in "<b>Towns and Directions</b>," the specific vocabulary related to locations helps students comprehend texts involving descriptions of towns or directions.</p> <p><b>Cultural Context and Text Interpretation:</b></p> <p>Understanding the cultural context is essential for interpreting texts accurately. The course integrates cultural insights, allowing students to understand texts within their cultural significance. In units like "<b>At the Doctor's</b>," the cultural nuances in health-related conversations in Italy are explored, aiding students in understanding and interpreting related texts.</p> <p><b>Engagement with Various Text Types:</b></p> <p>The course exposes students to a variety of text types, from dialogues and narratives to descriptions and instructions. This variety is crucial in developing a broad reading comprehension skill set.</p>	<p><a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
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		<p>Units such as "<b>Booking a Holiday</b>" offer a mix of practical dialogues and descriptions, enhancing students' ability to understand different types of texts.</p> <p><b>Application in Authentic Contexts:</b></p> <p>Application of reading skills in authentic contexts is emphasised through tasks that mimic real-life scenarios. This approach ensures that students are not only reading texts but also interpreting and responding to them as they would in real-life situations.</p> <p>For instance, in "<b>Party Time and Celebrations,</b>" students might read invitations or descriptions of events, practising their comprehension and response in a context they might encounter outside the classroom.</p>	
	<p>Use metalanguage to reflect on and evaluate target language structures and features in texts</p>	<p><b>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</b></p> <p>Each unit uses various grammar and terminology (the language system) to build skills in understanding and responding to Italian language contexts (the target language texts), such as ordering in a restaurant or asking for directions. The metalanguage (grammar points in each unit) enables reflection and evaluation of the Italian language structures used in those specific situations. For example, the comprehension topics in unit one enable students to reflect on and evaluate how the polite form of nouns and cases function within the context of conversations in a restaurant.</p> <p><b>Unit 01: Ordering in a Restaurant or Café</b></p> <p>Alignment: This unit provides a foundation for students to learn about grammatical choices that influence meaning and register in texts. They will experience the use of formal and informal language, understand verb conjugations, and the</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p>use of interrogatives, pivotal for comprehending and interpreting texts of varying formality.</p> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <p><b>Alignment:</b> Students will explore how grammar and text features determine the nature of formal and informal texts. The unit focuses on gender and number agreement in adjectives, question formation, and specific vocabulary for shopping, aiding in their understanding of diverse text types.</p> <p><b>Unit 03: Towns and Directions</b></p> <p><b>Alignment:</b> In this unit, students will learn imperative verb forms, prepositions, and descriptive sentences, equipping them with the skills to describe towns and directions. This practical application helps them understand and analyse language structures in real-life contexts.</p> <p><b>Unit 04: Booking a Holiday</b></p> <p><b>Alignment:</b> The unit enables students to grasp grammar related to travel and holidays. It includes lessons on using prepositions for destinations, formulating questions, and understanding time expressions, enhancing their comprehension of language used in travel contexts.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p><b>Alignment:</b> Focusing on celebrations, students will encounter verb forms for invitations and learn to formulate questions about party details. This practical approach aids in their understanding of language use in celebratory contexts.</p> <p><b>Unit 06: Organising an Outing with Friends</b></p> <p><b>Alignment:</b> Students will engage with various verb forms and expressions to learn how to make plans. The unit's focus</p>	
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		<p>on social interactions provides a relatable context for understanding language use.</p> <p><b>Unit 07: At the Doctor's</b></p> <p><b>Alignment:</b> This unit helps students name body parts, describe ailments, and offer advice using specific grammatical structures. It provides a practical application of language in health and wellbeing contexts.</p> <p><b>Unit 08: Past Holidays</b></p> <p>Alignment: Students will explore past tense usage, particularly for narrating holiday experiences. The unit covers past participle forms and prepositions with countries, enhancing their understanding of language used in past narratives.</p> <p><b>Unit 09: Daily Routine</b></p> <p>Alignment: The focus on daily routines and time allows students to practice using reflexive verbs and time-telling expressions. This unit offers insights into language use in the context of daily activities.</p> <p><b>Unit 10: Past Holidays - Descriptions and Impressions</b></p> <p><b>Alignment:</b> Delving deeper into past tense, particularly the imperfetto, this unit provides students with the tools to describe past habitual actions, focusing on holiday experiences.</p>	
<p>Developing intercultural understanding through target</p>	<p><b>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</b></p>	<p>In each unit, the approach to language learning is not just about acquiring linguistic skills but also about understanding how language is a critical tool in shaping and reflecting cultural identity. Through various texts and communicative contexts, students are prompted to reflect on the interplay of</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a></p>



<p>language texts</p>		<p>language, culture, practices, values, and perspectives, and how these elements collectively contribute to shaping individual and communal identities. This approach aligns well with the NSW content descriptor, ensuring that language learning is an avenue for broader cultural and self-awareness.</p> <p><b>Unit 01: Ordering in a Restaurant or Café</b></p> <p>Reflection on Identity: Encourages students to consider how dining practices reflect Italian identity, values, and the role of language in shaping these cultural norms.</p> <p><b>Unit 02: Fashion, Shopping for Clothes, and Weather</b></p> <p><b>Cultural Identity:</b> Offers insights into Italian fashion and shopping customs, prompting students to reflect on the relationship between language, clothing choices, and cultural identity.</p> <p><b>Unit 03: Towns and Directions</b></p> <p><b>Language and Urban Identity:</b> Students explore Italian towns, understanding how language shapes perceptions of urban spaces and cultural identity.</p> <p><b>Unit 04: Booking a Holiday</b></p> <p><b>Travel and Cultural Values:</b> Discusses how language used in travel and holidays reflects Italian values, leisure preferences, and the collective national identity.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p><b>Festive Identity:</b> Provides a basis for students to consider how language and celebration practices are central to the Italian communal and familial identity.</p>	<p><a href="#">Unit 04: Booking a Holiday</a> <a href="#">Unit 05: Party time and celebrations</a> <a href="#">Unit 06: Making plans</a> <a href="#">Unit 07: At the Doctors</a> <a href="#">Unit 08: Past Holidays - Activities</a> <a href="#">Unit 09: Daily Routine</a> <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a> <a href="#">Fashion, Shopping for Clothes, and Weather</a> <a href="#">Towns and Directions</a> <a href="#">Booking a Holiday</a> <a href="#">Party Time and Celebrations</a> <a href="#">Organising and Outing with Friends</a> <a href="#">At the Doctor's</a> <a href="#">Past Holiday Activities</a> <a href="#">Daily Routine</a></p>
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		<p><b>Unit 06: Making Plans</b></p> <p><b>Social Interaction and Identity:</b> Examines the role of language in Italian social life, allowing students to reflect on how social interactions shape cultural identity.</p> <p><b>Unit 07: At the Doctor's</b></p> <p><b>Health Language and Practices:</b> Enables students to see how language used in health contexts reflects cultural attitudes towards well-being and community care in Italy.</p> <p><b>Unit 08: Past Holidays</b></p> <p><b>Holiday Narratives and Identity:</b> Engages students in considering how discussing past holidays in Italian can reflect personal and cultural identities.</p> <p><b>Unit 09: Daily Routine</b></p> <p><b>Routine and Identity:</b> Through describing daily routines, students can reflect on how these routines, and the language used to describe them, shape individual and cultural identities.</p> <p><b>Unit 10: Past Holidays</b></p> <p><b>Cultural Reflections and Identity:</b> Encourages students to see how discussing past holiday experiences in Italian relates to cultural and personal identity formation.</p>	
	<p>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p><b>Beginner - "Develop the capability to reflect on and engage with difference." (NESA)</b></p> <p><b>Unit 1: "Ordering in a Restaurant"</b> In this unit, beginners can learn about the cultural differences in dining etiquette and food preferences between their own culture and the</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a></p>

		<p>Italian culture. For example, they can reflect on the differences in common phrases used when arriving at a restaurant, ordering food, and asking for the bill. They can also engage with these differences by practising these phrases and understanding an Italian menu.</p> <p><b>Intermediate - "Question and discuss stereotypes found in texts." NESAs</b></p> <p><b>Unit 02: "Fashion, Shopping for Clothes, and Weather"</b> Intermediate students can use this unit to question and discuss stereotypes found in texts about style and fashion choices in Italy. They can compare these with their own culture and discuss why these stereotypes exist. They can also reflect on how language is used to describe clothing and fashion in different cultures.</p> <p><b>Advanced - "Develop a metalanguage for discussing the relationship between language and culture." (NESAs)</b></p> <p><b>Unit 07: "At the Doctor's"</b> Advanced students can use this unit to develop a metalanguage for discussing the relationship between language and culture. They can analyse how language is used to describe health problems, visits to a doctor or pharmacy, and giving advice on health issues in Italian culture. They can also compare this with how these topics are discussed in their own culture. This can help them understand the deeper cultural meanings and values that are embedded in language.</p>	<p><a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
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# Creating Texts

(Speaking, Writing)

## Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP 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 experiences and share information about their own and others' personal worlds</p>	<p><b>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</b></p> <p><b>Suggested Unit - "Unit 5: Party Time and Celebrations"</b> Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p><b>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</b></p> <p><b>Suggested Unit - "Unit 04: Towns and Directions"</b> Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p><b>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</b></p> <p><b>Suggested Unit: "Unit 5: Party Time and Celebrations"</b>          Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>	
<p>Create imaginative texts</p>		<p><b>Beginner - "a picture book to recount a past holiday".(NESA)</b></p> <p><b>"Unit 10: Past Holidays - Descriptions and impressions"</b></p> <ul style="list-style-type: none"> <li>Students can use the vocabulary and grammar lessons to learn how to describe their past holidays. They can then apply this knowledge to create a picture book. For example, they can use past tenses to describe what they did on their holiday. The vocabulary lists can help them find the right words to describe the places they visited, the food they ate, and the people they met.</li> </ul> <p><b>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</b></p> <p><b>"Unit 04: Booking a Holiday"</b></p> <ul style="list-style-type: none"> <li>The content learnt in this unit can be used to create a short film about the importance of sustainable tourism, a topic of global significance. Students can use the vocabulary and grammar lessons to script dialogues and narrations for their film. The future tense grammar lessons can be particularly useful</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p>for describing future plans for sustainable tourism. The cultural focus on Italian hotels and holidays can provide a context for the film.</p> <p><b>Advanced - “a short story to describe a day in the life of a typical student.”(NESA)</b></p> <p><b>"Unit 09: Daily Routine"</b></p> <ul style="list-style-type: none"> <li>This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The "Reflexive Verbs" grammar lessons and the past tense versions of daily activity questions can be used to describe daily activities, and the vocabulary lists can help students describe the specifics of their routines.</li> </ul> <p><i>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practise real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</i></p>	
	<p><b>Create persuasive texts</b></p>	<p><b>Beginner - “a tourist brochure to attract travellers to Australia.”(NESA)</b></p> <ul style="list-style-type: none"> <li><b>Suggested "Unit 03: Towns and Directions"</b> Example: Students can use the vocabulary and grammar learned in this unit to describe a town, its features, attractions, and activities it has to offer. They can then apply this knowledge to create a persuasive tourist brochure for a town in Australia, using descriptive language to highlight its attractions and activities. For instance, they could use directions and prepositions to give directions to popular tourist spots.</li> </ul>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p>

		<p><b>Intermediate - “an advertisement to encourage people to adopt a healthy lifestyle.”(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested "Unit 2: Fashion and Shopping for Clothes" and "Unit 07: At the Doctor's"</b> Example: Students can use the vocabulary and grammar learned in these units to discuss shopping, common ailments, and suggestions for a healthy lifestyle. They can then apply this knowledge to create a persuasive advertisement encouraging people to adopt a healthy lifestyle, using compelling language to highlight the benefits of healthy eating and regular check-ups.</li> </ul> <p><b>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested Unit: "Unit 06: Making Plans"</b> Example: Students can use the vocabulary and grammar learned in this unit to discuss their favourite activities and plans. They can then apply this knowledge to create a persuasive speech or article about a topic of personal significance, using persuasive language to highlight the importance of the topic and encourage others to take action.</li> </ul>	<p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
<p><b>Plan, construct and edit texts</b></p>		<p><b>Beginner - “ Plan, construct and edit texts” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 01: Ordering in a Restaurant"</b> Learning outcomes for this unit include using appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding an Italian menu. Students can practise using cohesive devices to sequence and link ideas and actions in these contexts. Please note that while this unit may not explicitly teach cohesive devices, students can still practise using them in these activities. For example, they can use</li> </ul>	<p><a href="#">Unit 1: Ordering in a Restaurant</a>  <a href="#">Unit 2: Fashion and Shopping for Clothes</a>  <a href="#">Unit 3: My Town and Giving Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 5: Party Time and Celebrations</a>  <a href="#">Unit 06: Making plans</a></p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a></p>



		<p>words like "first," "next," and "finally" to sequence ideas in their restaurant dialogue, or words like "therefore" and "as a result" to link ideas in their persuasive essay.</p> <p><b>Intermediate - "Use appropriate language register, style and effective layout to achieve purpose." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 03: Towns and Directions"</b> The learning outcomes for this unit include describing a town, including its features and/or attractions, asking for directions, giving directions, and describing the kinds of activities a town has to offer. Students can practise using appropriate language register and style in these contexts. For example, they can write a formal letter asking for directions or create an informal dialogue between friends discussing places to visit. The effective layout can be practised by organising their writing in a logical manner, such as starting with an introduction, followed by the main content, and ending with a conclusion or a request.</li> </ul> <p><b>Advanced - "Use factual evidence to support an argument." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 07: At the Doctor's"</b> The learning outcomes for this unit include naming and listing basic body parts, describing common ailments and injuries, understanding a medical professional's treatment recommendations, asking questions about medical treatment, and giving suggestions for a healthy lifestyle. Students can practise using factual evidence to support an argument in these contexts. For example, they can write a persuasive essay on the importance of regular health check-ups, using facts and statistics as evidence to support their argument. They can also use the</li> </ul>	<p><a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>
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		<p>information learned in the unit about common ailments and treatments to provide factual evidence in their writing.</p>	
<p>Applying knowledge of language systems to create spoken, written and multimodal texts</p>	<p>Use a wide range of features of the sound system to create spoken texts</p>	<p><b>Practising Speaking Skills:</b> The EP units offer extensive speaking exercises, crucial for mastering Italian's sound system. For instance, the "Ordering in a Restaurant" unit immerses students in practical speaking situations, honing pronunciation and intonation. This aligns with the NSW descriptor's emphasis on using sound system features in spoken texts.</p> <p><b>Diverse Speaking Activities:</b> The course's varied speaking tasks, like formulating questions and engaging in dialogues, as seen in the "Fashion and Shopping for Clothes" unit, foster comprehensive language use. This variety aids in understanding and applying sound-symbol correspondences, crucial for spoken Italian proficiency.</p> <p><b>Incremental Learning Support:</b> The course's structure, with introductory sections and vocabulary glossaries, reinforces foundational knowledge. This approach, particularly beneficial in units like "Towns and Directions," aids in building confidence and competence, crucial for creating effective spoken texts.</p> <p><b>Practical Application of Grammar and Vocabulary:</b> Units like "Booking a Holiday" encourage applying grammar and vocabulary in real-world contexts, enhancing students' ability to create coherent spoken texts that adhere to Italian cultural norms.</p> <p>Teachers can maximise the effectiveness of these units by:</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<ul style="list-style-type: none"> <li>• Encouraging students to practise speaking through role-play, presentations, or group discussions using vocabulary and grammar introduced in each unit.</li> <li>• Assigning writing tasks that correlate with the units, such as restaurant reviews, shopping lists, or holiday plans.</li> <li>• Utilising the listening comprehension lessons to deepen students' grasp of pronunciation, intonation, and rhythm.</li> <li>• Incorporating cultural elements to give students a broader understanding of the context in which the language is used.</li> </ul>	
	<p><b>Use a wide range of sound-symbol correspondences to create written texts</b></p>	<p><b>Vocabulary and Grammar Integration:</b> The units cover a range of themes and topics, such as fashion, shopping, towns, directions, booking holidays, and daily routines. This variety exposes students to a wide range of vocabulary, enhancing their ability to use different sound-symbol correspondences in written texts.</p> <p><b>Creating Texts:</b> Many units include activities focused on creating texts, such as writing emails, narratives, and descriptions. These tasks require students to apply their understanding of sound-symbol correspondences in Italian, translating their auditory knowledge of the language into accurate written forms.</p> <p><b>Listening and Reading Comprehension:</b> Units include listening and reading exercises, such as listening to dialogues or reading descriptions and narratives. These activities reinforce the connection between sounds and their corresponding written symbols, aiding students in developing a more intuitive understanding of Italian orthography.</p> <p><b>Grammar Points and Writing Exercises:</b> Specific grammar points, such as verb conjugations, adjective agreement, and the use of pronouns, directly contribute to</p>	

		<p>understanding how sounds are represented in written Italian. Writing exercises that follow these grammar lessons allow students to practise and consolidate their learning.</p> <p><b>Feedback and Revision:</b> Units often involve writing tasks followed by feedback, which provides students with opportunities to understand and correct their errors in sound-symbol correspondence, thereby reinforcing their learning.</p>	
	<p><b>Adjust and adapt vocabulary from a wide 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.</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,</li> </ol>	<p>Vocabulary Glossary in each unit</p> <p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p>

		<p>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</p>	
	<p><b>Control and manipulate a range of structures and features of the grammatical system to create texts</b></p>	<p><b>Integrated Grammar Learning:</b> Grammar is not taught in isolation but is integrated into the context of each lesson. This means that grammatical concepts are presented as part of broader language skills development, such as within conversations, reading passages, or writing tasks.</p> <p><b>Contextual Application:</b> By embedding grammar into lessons, students learn to apply grammatical rules within specific contexts, such as in conversations about daily routines, describing people, or discussing activities. This contextual approach helps students understand how grammar functions in real-life language use.</p> <p><b>Reinforcement Through Practice:</b> Grammar concepts are reinforced through various exercises and activities within each unit. This repeated practice, embedded within the lessons, aids in solidifying students' understanding and ability to manipulate grammatical structures.</p> <p><b>Cultural Relevance:</b> In lessons that incorporate cultural elements, grammar is taught in a way that reflects its use in culturally appropriate contexts. This approach helps students understand the nuances of grammar in different social and cultural settings.</p> <p><b>The standalone grammar lessons</b> in the Intermediate Italian Course on Education Perfect are well-aligned with the NSW Modern Languages Syllabus, particularly in their focus on enabling students to control and manipulate a</p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays - Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays - Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a>  <a href="#">Party Time and Celebrations</a>  <a href="#">Organising and Outing with Friends</a>  <a href="#">At the Doctor's</a>  <a href="#">Past Holiday Activities</a>  <a href="#">Daily Routine</a></p> <p><b>STANDALONE 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></p>

		<p>range of structures and features of the grammatical system to create texts. Each of these lessons addresses a key aspect of Italian grammar that is essential for effective communication and text creation:</p> <p><b>Verb Conjugations:</b> Lessons on present tense verbs, future tense, future perfect, present progressive, present perfect, imperfect, pluperfect, past historic, present conditional, past conditional, subjunctive (present, imperfect, perfect, pluperfect), and the imperative cover a comprehensive range of verb forms. Mastery of these conjugations allows students to accurately convey time-specific actions and states in their writing and speaking.</p> <p><b>Noun-Adjective Agreement and Adjectives:</b> These lessons ensure that students can describe people, places, and things accurately. This agreement is crucial for creating coherent and grammatically correct sentences in Italian.</p> <p><b>Comparatives and Superlatives:</b> Understanding how to use comparatives and superlatives is key to making detailed descriptions and comparisons in texts.</p> <p><b>Prepositions and Conjunctions:</b> These grammatical elements are essential for constructing cohesive and fluent sentences, linking ideas, and improving the overall flow of texts.</p> <p><b>Question Formation:</b> Lessons on question formation enable students to write questions effectively, which is a vital skill in creating interrogative texts and incorporating questions within narratives or expository texts.</p> <p><b>Negative Forms:</b> Understanding the construction of negative sentences is critical for expressing negation,</p>	<p><a href="#">Present Progressive</a>  <a href="#">Present Perfect</a>  <a href="#">Imperfect</a>  <a href="#">Pluperfect</a>  <a href="#">Past Historic</a>  <a href="#">Present Conditional</a>  <a href="#">Past Conditional</a>  <a href="#">Subjunctive Present</a>  <a href="#">Imperfect</a>  <a href="#">Perfect</a>  <a href="#">Pluperfect</a>  <a href="#">Imperative</a>  <a href="#">Gerund</a>  <a href="#">Reflexive</a>  <a href="#">Superlative Forms</a>  <a href="#">Adverbs</a>  <a href="#">Personal Pronouns</a>  <a href="#">Combined Pronouns</a>  <a href="#">Relative Pronouns</a>  <a href="#">Interrogative Pronouns</a>  <a href="#">Demonstrative Pronouns</a>  <a href="#">Indefinite Pronouns</a>  <a href="#">Conjunctions</a>  <a href="#">False Friends</a>  <a href="#">Indefinite Pronouns</a>  <a href="#">Negations</a>  <a href="#">Numerals</a>  <a href="#">Prepositions</a>  <a href="#">Reflexive Pronouns</a></p>
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		<p>disagreement, or absence, adding depth and complexity to students' texts.</p> <p><b>Pronouns and Their Variations:</b> Lessons on personal pronouns, combined pronouns, relative pronouns, interrogative pronouns, demonstrative pronouns, indefinite pronouns, and reflexive pronouns help students to avoid repetition and improve sentence structure.</p> <p><b>Adverbs, Gerunds, and Superlative Forms:</b> These lessons further enhance students' ability to describe actions and qualities effectively and creatively.</p> <p><b>False Friends and Numerals:</b> These are crucial for avoiding common errors and for accurate communication, especially in texts involving numbers and comparisons.</p> <p><b>Negations and Reflexive Pronouns:</b> These topics add nuance and complexity to students' expressions in Italian.</p>	
	<p>Use a range of structures and features of the target language writing system to create written texts</p>	<p><b>Unit 01: Ordering in a Restaurant or Café</b></p> <p>Students learn formal and informal address, verb forms, and interrogatives, which are essential in constructing sentences for written texts. The cultural focus on dining etiquette and regional specialties adds depth to their written descriptions of Italian dining experiences.</p> <p><b>Unit 02: Fashion and Shopping for Clothes</b></p> <p>This unit introduces gender and number agreement in adjectives, and forming questions, which are fundamental in writing accurate descriptions and inquiries in Italian. Cultural insights into Italian fashion enhance their ability to write about shopping experiences in Italy.</p> <p><b>Unit 03: Towns and Directions</b></p>	

		<p>The grammar focus on asking and answering questions about town contents and locations aids students in writing about Italian towns. The cultural emphasis on Italian towns and landmarks provides rich content for descriptive writing.</p> <p><b>Unit 04: Booking a Holiday</b></p> <p>Students learn to use prepositions with holiday destinations and time expressions, crucial for writing about travel plans. The cultural focus on Italian travel norms adds authenticity to their written descriptions of holidays in Italy.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p>The unit's focus on verbs for invitations and describing events is key in writing about Italian social gatherings. Cultural insights into Italian parties provide students with content to write engaging descriptions of celebrations.</p> <p><b>Unit 06: Making Plans</b></p> <p>Learning to use expressions for suggesting, accepting, or declining plans is valuable for writing dialogues or plans in Italian. The cultural focus on common Italian activities enriches the content for written texts about social plans.</p> <p><b>Unit 07: At the Doctor's</b></p> <p>The focus on expressing pain or discomfort and offering advice in Italian is essential for writing about health-related scenarios. Cultural understanding of Italian health practices enhances students' ability to write realistic dialogues or narratives in this context.</p> <p><b>Unit 08: Past Holidays</b></p>	
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		<p>The use of past participle forms and prepositions with countries and cities equips students to write about past travel experiences. Cultural knowledge of Italian holiday practices provides a backdrop for their narratives.</p> <p><b>Unit 09: Daily Routine</b></p> <p>Learning reflexive verbs and time-telling expressions is crucial for writing about daily activities. The understanding of Italian daily routines aids in creating culturally accurate written descriptions.</p> <p><b>Unit 10: Past Holidays – Descriptions and Impressions</b></p> <p>The use of the imperfetto tense for past habitual actions is key in writing about past experiences. Cultural insights into Italian holiday habits offer rich material for written reflections on past holidays.</p>	
<p><b>Applying knowledge of the target language culture(s) to create texts</b></p>	<p><b>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</b></p>	<p>While each unit has distinct themes and learning outcomes, they all present opportunities for students to adjust and adapt language in a manner that is culturally sensitive and appropriate.</p> <p><b>Unit 01: Ordering in a Restaurant</b></p> <p>Cultural Adaptation: Students learn about Italian dining etiquette and regional specialties. This aligns with adjusting language to suit cultural practices. Language Use: Formal and informal address, and specific vocabulary for dining situations, teach students to adapt their language based on context, respecting cultural norms.</p> <p><b>Unit 02: Fashion and Shopping</b></p>	<p><b>Intermediate Italian:</b></p> <p><a href="#">Unit 01: Ordering in a restaurant</a>  <a href="#">Unit 02: Fashion and Shopping for clothes</a>  <a href="#">Unit 03: Towns and Directions</a>  <a href="#">Unit 04: Booking a Holiday</a>  <a href="#">Unit 05: Party time and celebrations</a>  <a href="#">Unit 06: Making plans</a>  <a href="#">Unit 07: At the Doctors</a>  <a href="#">Unit 08: Past Holidays – Activities</a>  <a href="#">Unit 09: Daily Routine</a>  <a href="#">Unit 10: Past Holidays – Descriptions and impressions</a></p> <p><b>Italian Intermediate Visual Texts</b></p> <p><a href="#">Ordering in a Restaurant or Café</a>  <a href="#">Fashion, Shopping for Clothes, and Weather</a>  <a href="#">Towns and Directions</a>  <a href="#">Booking a Holiday</a></p>

		<p>Cultural Insights: The unit provides an understanding of Italian shopping etiquette and clothing sizes, essential for culturally appropriate communication.</p> <p>Appropriate Language: Students learn specific phrases for shopping scenarios, which is vital for adapting language to different social situations.</p> <p><b>Unit 03: Towns and Directions</b></p> <p>Cultural Exposure: Discussion of Italian towns, landmarks, and etiquette in giving directions offers a real-world context for using language.</p> <p>Language Application: Learning to describe towns and give directions in Italian helps students adapt their language use to real-life, culturally relevant scenarios.</p> <p><b>Unit 04: Booking a Holiday</b></p> <p>Cultural Relevance: Understanding Italian travel preferences and accommodation styles is key for culturally sensitive communication.</p> <p>Language Skills: Phrases and vocabulary for discussing travel plans and accommodations equip students to adjust their language in various travel-related contexts.</p> <p><b>Unit 05: Party Time and Celebrations</b></p> <p>Cultural Appreciation: Insight into Italian party customs and typical gifts aids in culturally aware communication.</p> <p>Language Usage: Learning phrases for party organisation and celebration allows students to adapt their language to suit festive occasions.</p> <p><b>Unit 06: Organising an Outing with Friends</b></p> <p>Cultural Integration: Understanding common Italian social outings and planning etiquette is crucial for cultural adaptation.</p>	<p><a href="#">Party Time and Celebrations</a></p> <p><a href="#">Organising and Outing with Friends</a></p> <p><a href="#">At the Doctor's</a></p> <p><a href="#">Past Holiday Activities</a></p> <p><a href="#">Daily Routine</a></p>
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		<p>Language Flexibility: Phrases for suggesting, accepting, or declining outings help students modify their language for social interactions.</p> <p><b>Unit 07: At the Doctor's</b></p> <p>Cultural Understanding: Familiarity with Italian health practices enhances culturally sensitive language use.          Language Application: Phrases for discussing health issues allow students to adapt their language for medical contexts.</p> <p><b>Unit 08: Past Holidays</b></p> <p>Cultural Context: Discussion of holidays in Italian-speaking regions offers a platform for culturally relevant language use.          Language Skills: Learning to talk about past holidays in Italian helps students to adjust their language to share personal experiences culturally.</p> <p><b>Unit 09: Daily Routine</b></p> <p>Cultural Insight: Understanding Italian daily routines gives students a framework for culturally relevant language use.          Language Adaptation: Discussing daily routines in Italian helps students adapt their language to everyday contexts.</p> <p><b>Unit 10: Past Holidays</b></p> <p>Cultural Relevance: Talking about past holidays provides insight into Italian culture, aiding in culturally sensitive language use.          Language Skills: Learning to describe past holidays in Italian enables students to adapt their language to share and understand personal experiences.</p>	
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## EP Lesson Recommendations:

For **Year 9-10 Italian** we would recommend a combination of our **Beginner and Intermediate Italian courses**. We would also recommend the beginner-Intermediate level video content. Teachers can still assign from higher or lower level content if appropriate.

### **General notes:**

All units have an introduction section which covers key vocab and phrases for the unit.

All units have distinct separate sections to test listening and reading comprehension, writing and speaking.

Units are available in immersion and non-immersion versions. Immersion means all questions and answers for listening, reading, writing and speaking are in the target language. In Non-immersion mode, questions and answers are in English.

We have vocabulary glossaries in a separate folder to support students wanting to revise their vocabulary. In the Teacher's Guide section you can find unit outlines and comprehension transcripts to save you time.

Please see the course maps below:



# Education Perfect

## Curriculum Map

### Italian

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#### Intermediate Italian:

#### Intermediate Low - Intermediate High

[Unit 01: Ordering in a restaurant](#)

[Unit 02: Fashion and Shopping for clothes and Weather](#)

[Unit 03: Towns and Directions](#)

[Unit 04: Booking a Holiday](#)

[Unit 05: Party time and celebrations](#)

[Unit 06: Making plans](#)

[Unit 07: At the Doctors](#)

[Unit 8: Past Holidays - Activities](#)

[Unit 09: Daily Routine](#)

[Unit 10: Past Holidays - Descriptions and impressions](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Unit 01: Ordering in a restaurant</b>  Learning Outcomes: <ul style="list-style-type: none"><li>By the end of this unit, learners will be able to communicate effectively in a restaurant or café setting in Italy.</li></ul>	<a href="#">1. Introduction: Ordering in a Restaurant or Café</a> <a href="#">2. Listening Comprehension: Ordering in a Restaurant or Café</a> <a href="#">3. Reading Comprehension: Ordering in a Restaurant or Café</a>



- They will understand and utilise essential vocabulary and expressions related to ordering, commenting on their food, understanding the menu, and asking about prices.
- Learners will also be capable of navigating various dining situations, from formal restaurants to informal cafes.

#### Grammar Points:

The use of formal and informal address (e.g., "aiutarvi" vs. "aiutarti")

Changing verb forms based on the subject (e.g., "prendi" vs. "prende" vs. "prendete")

Usage of interrogatives like "che cosa" and "quale"

Constructing sentences using "vorrei" (I would like) and "prendo" (I will have)

Asking questions about prices with "quanto costa?" and responding appropriately.

#### Cultural Focus:

Italian dining etiquette: understanding the sequence from antipasto to dolci.

Regional specialties and commonly ordered items in Italian restaurants and cafes.

The importance of interpersonal interactions in Italian dining: It's not just about the food but also about the relationship with waitstaff and the chef.

Handling complaints in a culturally appropriate manner, balancing directness with politeness.

Recognizing the significance of certain dishes and beverages and their origins (e.g., Prosecco from the Veneto region, Chianti from Tuscany).

#### Listening

Text 1: An order of orange juice and croissant.

Text 2: Request for a table for three.

Text 3: Menu request; waiter suggests spaghetti with clams.

Text 4: Order of cappuccino and croissant; total cost is 6 euros.

Text 5: Detailed food and drink order.

Text 6: Dessert discussion: cannoli and zabaione.

Text 7: Café order totaling twenty euros.

Text 8: Meal discussion; dessert choices include fruit salad and cannoli.

Text 9: Food quality and service discussion; family places their order.

Text 10: Venice restaurant review: delicious food but pricey.

#### Reading

Text 1: Order of coffee and pastries.

Text 2: Table for five near a window requested.

Text 3: Waiter's dish and dessert recommendations.

[4. Writing: Ordering in a Restaurant or Café \(Updated\)](#)

[5. Speaking: Ordering in a Restaurant or Café](#)

[6. Authentic Task: Ordering in a Restaurant or Café](#)

[Intermediate Unit 01: Ordering in a Restaurant or Café](#)



<p>Text 4: Discussion about meals and desserts. Text 5: Café orders and inquiry about costs. Text 6: Restaurant review: great service but pricey and cleanliness issues. Text 7: Upscale restaurant order and complaints about utensils. Text 8: Family meal order and bill request.</p>	
<p><b>Unit 02: Fashion and Shopping for clothes and Weather</b> <b>Learning Outcomes:</b></p> <p>Understand and describe what people are wearing. Communicate effectively in a clothing shop, asking about items, colours, sizes, and prices. Express opinions about clothes. Discuss and understand the weather in Italian. Comment on weather during different seasons.</p> <p><b>Grammar Points:</b></p> <p>Usage of the verb "Indossare" in various forms to describe wearing. Gender and number agreement of Italian adjectives, especially color adjectives. Forming questions for assistance in shopping scenarios. Asking and responding to questions about clothing attributes (e.g., material, pattern, size, price). Italian number system (from 0 to thousands). Using Italian expressions <b>related to weather and seasons.</b></p> <p><b>Cultural Focus:</b></p> <p>Common items of clothing in Italy and their Italian terminologies. Italian etiquettes in shopping situations, like interactions with shop assistants. Understanding clothing sizes in Italy for both men and women. Seasonal weather patterns in Italy and the associated vocabulary.</p> <p><b>Listening:</b></p> <p>Text 1 covers wearing a blue and green skirt and white shirt to school. Text 2 describes Maria and her attire. Text 3 gives details about Marco's attire. Text 4 involves a conversation at a shop about buying black shoes. Text 5 talks about a woman's shopping preferences for Zara. Text 6 involves a customer buying a woollen coat. Text 7 showcases a conversation between a shop assistant and a female customer about a raincoat. Text 8 portrays a conversation between a man and woman about the heat and their clothing.</p>	<p><a href="#">1. Introduction: Fashion, Shopping for Clothes, and Weather</a></p> <p><a href="#">2. Listening Comprehension: Fashion, Shopping for Clothes, and Weather</a></p> <p><a href="#">3. Reading Comprehension: Fashion, Shopping for Clothes, and Weather</a></p> <p><a href="#">4. Writing: Fashion, Shopping for Clothes, and Weather (Updated)</a></p> <p><a href="#">5. Speaking: Fashion, Shopping for Clothes, and Weather</a></p> <p><a href="#">6. Authentic Task: Fashion, Shopping for Clothes, and Weather</a></p> <p><a href="#">Intermediate Unit 02: Fashion, Shopping for Clothes, and Weather</a></p>

Text 9 focuses on a customer trying on grey trousers.  
 Text 10 highlights an advertisement for a sale at a department store.

**Reading:**

Text 1 discusses school attire.  
 Text 2 involves an email conversation about summer attire in Italy.  
 Text 3 is a conversation between Gina and Luisa about attire choices.  
 Text 4 provides details of a shopping experience.  
 Text 5 showcases a conversation in front of a shop window about attire.  
 Text 6 involves a man's shopping experience.  
 Text 7 talks about a female customer's shoe shopping.  
 Text 8 gives insights into Tiziana's dilemma about what to wear to a party.  
 Text 9 highlights a shoe-shopping experience.  
 Text 10 promotes a sale at Negozi Coin.

**Unit 03: Towns and Directions**

**Learning Outcome:**  
 By the end of Intermediate UNIT 3- Towns and directions, students will be able to:

State where they live.  
 Describe the contents of a town.  
 Elaborate on what a town feels like.  
 Talk about activities one can do in a town.  
 Describe the locations within a town.  
 Give and understand directions.

**Grammar Points:**

Using "Dove" for asking where one lives and the correct conjugations of the verb "abitare".  
 Formulating questions for someone's address and understanding the order of street names and numbers in Italian addresses.  
 Asking and answering questions about the contents of a town using "Cosa c'è" and its variations.  
 Descriptive sentences for towns using "Com'è".  
 Imperative forms of verbs for suggesting activities and giving directions.  
 Using the verb "essere" and "si trova" to describe locations.  
 Understanding prepositions and articulated prepositions in describing locations.

<a href="#">1. Introduction: Towns and Directions</a>
<a href="#">2. Listening Comprehension: Towns and Directions</a>
<a href="#">3. Reading Comprehension: Towns and Directions</a>
<a href="#">4. Writing: Towns and Directions (Updated)</a>
<a href="#">5. Speaking: Towns and Directions</a>
<a href="#">6. Authentic Task: Towns and Directions</a>
<a href="#">Intermediate Unit 03: Town and Directions</a>



**Cultural Focus:**

An emphasis on Italian towns and their unique characteristics.  
Understanding the structure and naming conventions of Italian addresses.  
Recognizing and describing common places one might find in an Italian town.  
Familiarising with common activities and landmarks in Italian towns.  
Emphasis on Italian etiquette when asking and giving directions.  
Understanding the cultural significance of various town landmarks.

Italian Cities and Features: Descriptions of cities like Amalfi, Venice, Perugia, and Rome highlight landscapes, attractions, and city-specific features.

Historical Elements: Mention of ancient Roman landmarks and squares in cities like Rome and Florence.

Social Etiquette: Conversations provide insights into Italian greetings and interactions.

Culinary Highlights: Mentions of Italian cuisine, notably pizza in Naples.

Tourism: Discussions on directions and tourist attractions in Italian cities.

Art & Cinema: References to Italian cinema and opera, like "La dolce vita" and Verdi's "Nabucco".

Everyday Life: Glimpses of daily activities in Italy, from asking for directions to public amenities.

**Listening Topics Summary:**

Amalfi: Picturesque coastal city; highlights include beaches and a port.  
Melbourne: Large coastal city; renowned for museums, theatres, and Italian restaurants.  
Tourist Office Directions: Straight ahead, turn right, located in front of a pool.  
Venice: Water-based city; attractions include Rialto Bridge and Piazza San Marco.  
Cathedral Directions: Straight ahead, turn left, located in Marconi Square.  
Cinema Directions: Directions to Centrale cinema; showing "La dolce vita" by Fellini.  
Museum Directions: Located near the opera theatre in Viale Manzoni.  
Perugia: Umbria's capital; features include two universities and Piazza IV Novembre.  
City Comparison: Chat between Kate (Los Angeles) and Marco (Verona).  
City Attractions: Exploration of a city with a park, castle, and nearby shops.

<p><b>Reading Topics Summary:</b></p> <p>Florence: Historical city with landmarks like a cathedral and Ponte Vecchio.          Sydney: Known for its opera house, bridge, harbour, and shopping areas.          Hospital Directions: Nearby location; straight ahead and then to the left.          Swimming Pool Directions: Located in a park next to a stadium.          Supermarket Route: Located near a library.          Rome Tour: Features ancient Roman structures, Fori Imperiali, and Colosseo.          Opera Theatre Directions: Directions emphasising a performance of Verdi's "Nabucco".          Rome Guide: City known for its history, with a nickname "The eternal city".          City Exploration: Directions to public restrooms and a restaurant recommendation.          City Attractions: Emphasis on parks, zoo, and a unique museum.</p>	
<p><b>Unit 04: Booking a Holiday</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Understand and use vocabulary and phrases related to booking and describing holidays.</li> <li>• Engage in conversation about travel plans, accommodations, reservations, and purchasing train tickets.</li> <li>• Make positive comments and lodge complaints about accommodations.</li> <li>• Recognize and understand Italian time expressions and adapt to the 24-hour clock system.</li> </ul> <p><b>Grammar Points:</b></p> <ul style="list-style-type: none"> <li>• Use of prepositions (in, a) with holiday destinations.</li> <li>• Formulating questions and their respective answers for holiday plans and accommodations.</li> <li>• Formulating formal and informal questions and their variations.</li> <li>• Using time expressions (alle, all'una, di mattina, etc.)</li> <li>• Making reservations via written and verbal communication.</li> <li>• Verb conjugations for "going", "staying", "writing", "arriving", "leaving", etc.</li> </ul> <p><b>Cultural Focus:</b></p> <ul style="list-style-type: none"> <li>• Importance and prevalence of train travel in Italy.</li> <li>• Awareness of the 24-hour time system in official settings like train timetables.</li> <li>• Familiarity with popular Italian destinations and their significance.</li> <li>• Understanding the star system in Italian hotels.</li> <li>• Emphasis on timely notifications for public transportation, such as train delays.</li> </ul> <p><b>Listening:</b></p>	<p><a href="#">1. Introduction: Booking a Holiday</a></p> <p><a href="#">2. Listening Comprehension: Booking a Holiday</a></p> <p><a href="#">3. Reading Comprehension: Booking a Holiday</a></p> <p><a href="#">4. Writing: Booking a Holiday (Updated)</a></p> <p><a href="#">5. Speaking: Booking a Holiday</a></p> <p><a href="#">6. Authentic Task: Booking a Holiday</a></p> <p><a href="#">Intermediate Unit 04: Booking a Holiday</a></p>

1. A vacation to Rimini's seaside with family, staying in a hotel with amenities.
2. A woman quickly books a super economy train ticket to Rome.
3. A man reserves a double room in a hotel from January 5-10 with breakfast.
4. A woman vacations at Lake Garda, camping, while a man visits Turin museums.
5. An economy round-trip train ticket to Bologna for two, departing 8:30 am, costs 50 euros.
6. Arianna prefers the seaside; Dad suggests Tuscany's countryside.
7. Friends face train delays to Cinque Terre but decide to explore La Spezia.
8. A guest declines a hotel booking due to a high 1000 euro price.
9. A man's hotel complaint leads to an upgraded room with a mountain view.
10. Comparing two Rome hotels: "Pensione Al Colosseo" (positive) and "Albergo Fori Imperiali" (more expensive, no breakfast).

**Reading:**

- 1.
2. A single room booking at Hotel Bellavista, Como from May 8-10.
3. A round-trip train ticket to Florence for 125 euros.
4. Monica's vacation to Cortina, staying in a four-star hotel with amenities.
5. A Trenitalia page shows a train trip's details.
6. Trenitalia results display train options.
7. A London vacation in a three-star hotel with a city view.
8. A five-star Taormina hotel review highlights elegance and breakfast.
9. Travel tips for Italy: high season reservations, budget stays, and train travel.
10. Mr. Bellami resolves a hotel reservation mix-up for two rooms.
11. A hotel complaint demands a room change or refund to avoid a bad review.

**Unit 05: Party time and celebrations**

**Learning Outcomes:**

- Understand and utilise phrases related to parties and celebrations in Italian.
- Differentiate between singular and plural forms of common expressions.
- Identify and use vocabulary related to party activities, invitations, presents, and organisation.
- Formulate questions about party details and gain insights into cultural nuances associated with Italian parties.

**Grammar Points:**

<a href="#">1. Introduction: Party Time and Celebrations</a>
<a href="#">2. Listening Comprehension: Party Time and Celebrations</a>
<a href="#">3. Reading Comprehension: Party Time and Celebrations</a>
<a href="#">4. Writing: Party Time and Celebrations (Updated)</a>
<a href="#">5. Speaking: Party Time and Celebrations</a>
<a href="#">6. Authentic Task: Party Time and Celebrations</a>
<a href="#">Intermediate Unit 05: Party Time and Celebrations</a>

- Use of the verbs "vieni" (singular) and "venite" (plural) for invitations.
- Correct application of "è il mio compleanno" (it is my birthday) and "è il compleanno di+ name" (it's the name's birthday).
- Forming questions related to party details using "a che ora", "dov'è", "chi c'è", etc.
- Utilisation of vocabulary for organising a party, including verbs like "porta" (bring) and "compra" (buy).

**Cultural Focus:**

- Common activities that are culturally relevant to parties in Italy such as "mangiare la torta" (eating cake) and "cantare 'tanti auguri'" (singing happy birthday).
- Typical Italian presents like "cioccolatini" (chocolates) and "una collana" (a necklace).
- Insights into how parties might be organised among friends in Italy, emphasising collaboration and shared responsibilities.

**Listening Summaries:**

1. A man accepts a woman's invitation to her birthday party at her house at 6 pm.
2. The speaker attends a friend's birthday party where they dance and eat cake.
3. Friends discuss planning a big birthday party where they will bring food and invite all their friends.
4. Two speakers discuss buying a book for Luca's birthday from a new bookstore.
5. A birthday party for Alice is discussed, with plans to listen to music, dance, and eat cake.
6. Friends plan a Carnival party on Fat Tuesday at a big house, discussing their costumes and food.
7. A comparison of Christmas celebrations in Italy versus Australia and New Zealand.
8. A birthday party for Giulio features singing, a cake, and the opening of presents.
9. A graduation party for Daniela is planned at a restaurant, with ideas for gifts discussed.
10. A birthday party for a brother includes music, dancing, cake, and gifts like a computer.

**Reading Summaries:**

1. Gino invites Bianca to his birthday party where they will eat cake and dance.
2. Nadia and Giulia plan to buy a t-shirt for Sara's birthday.
3. Carla plans to celebrate her mother's birthday at a restaurant.
4. Nico and Gina discuss plans for a surprise party for Paolo, discussing who brings what.
5. A person writes about their upcoming birthday party and the expected activities and gifts.
6. Marco discusses with Jane the plans for Luca's graduation party, including a prank and presents.
7. Lara and Alvis plan a Carnival party, discussing their costumes and what they will bring.
8. A birthday party for Isabella features a cake, singing, and the opening of presents.



<p>9. An explanation of traditional Italian celebrations of Christmas, Easter, and Carnival. 10. A detailed overview of Carnival, its meaning, and how it's celebrated across Italy.</p>	
<p><b>Unit 06: Making plans</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>● Suggest, accept, or decline an outing with friends.</li><li>● Propose ideas for outings.</li><li>● Arrange the appropriate time for an outing.</li><li>● Decide on a meeting place for the outing.</li><li>● Make inquiries about acquaintances or certain places.</li><li>● Agree to a suggestion for an outing.</li><li>● Decline an invitation and suggest alternative plans.</li></ul> <p><b>Grammar Points:</b></p> <ul style="list-style-type: none"><li>● Usage of the verb volere to express desire.</li><li>● Introduction to the phrase ti va di ... and its various forms to indicate interest.</li><li>● The difference between the verbs conoscere and sapere.</li><li>● Using a che ora to ask about time.</li><li>● The expression va bene and its variations.</li><li>● Usage of the phrase non posso to decline.</li><li>● The phrase devo ... to express necessity.</li></ul> <p><b>Cultural Focus:</b></p> <ul style="list-style-type: none"><li>● Common outings and activities in Italian culture such as going to the cinema, taking a walk, and meeting at local places like the park or the local church.</li><li>● Importance of punctuality and planning when arranging outings.</li><li>● The significance of making alternative arrangements and being considerate of others' preferences and constraints.</li></ul> <p><b>Listening:</b></p> <p>Text 1: Hot weather; planning to go to the beach. Text 2: Planning to have gelato after school; meet at 3:30. Text 3: Planning to watch a DVD on Saturday; decided on 8 pm. Text 4: Planning to watch "Thor" on Saturday at 6 pm. Text 5: Post-movie plan includes pizza and dessert. Text 6: Discuss shopping and ice cream; hot day mentioned.</p>	<p><a href="#">1. Introduction: Organising an Outing with Friends</a></p> <p><a href="#">2. Listening Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">3. Reading Comprehension: Organising an Outing with Friends</a></p> <p><a href="#">4. Writing: Organising an Outing with Friends (Updated)</a></p> <p><a href="#">5. Speaking: Organising an Outing with Friends</a></p> <p><a href="#">6. Authentic Task: Organising an Outing with Friends</a></p> <p><a href="#">Intermediate Unit 06: Organising an Outing with Friends</a></p>



Text 7: Beach plans for Saturday afternoon.  
Text 8: Night out planned with an aperitif, pizza, and dancing.  
Text 9: Cultural differences: after-school activities in Italy vs. Australia.  
Text 10: Italian youths hang out in squares during evenings.

**Reading:**

Text 1: Cold day; planning to watch a DVD at 3 pm.  
Text 2: Plan to have gelato near "Agli amici" bar.  
Text 3: Cinema plan for "Blade Runner" on Sunday evening.  
Text 4: Shopping trip planned; meet at 1 pm in a square.  
Text 5: Dinner at pizzeria and dancing afterward.  
Text 6: Afternoon park trip discussed.  
Text 7: Diarist contrasts her sporty and studious lifestyle with her social sister.  
Text 8: Mention of a park and school.  
Text 9: Evening plans with aperitif and pizzeria discussed.  
Text 10: Diarist's active life compared with her sister's relaxed one.

**Unit 07: At the Doctor's**

**Learning Outcomes:**

- Identify and name body parts in Italian.
- Describe common ailments and injuries in Italian.
- Express pain or discomfort in various ways.
- Offer advice and recommendations for health problems and a healthy lifestyle.
- Request health-related advice.

**Grammar Points:**

- The use of singular and plural forms of body parts.
- Different ways to express pain: "Ho mal di" and "Mi fa male".
- Constructing sentences using the verbs "dovere", "aver bisogno di", and their imperative forms.
- Using past tense to describe events (introduced but detailed in unit 8).
- Forming questions using "Devo" and "Posso".

**Cultural Focus:**

- Understanding the significance of health and well-being in Italian culture.

<a href="#">1. Introduction: At the Doctor's</a>
<a href="#">2. Listening Comprehension: At the Doctor's</a>
<a href="#">3. Reading Comprehension: At the Doctor's</a>
<a href="#">4. Writing: At the Doctor's (Updated)</a>
<a href="#">5. Speaking: At the Doctor's</a>
<a href="#">6. Authentic Task: At the Doctor's</a>
<a href="#">Intermediate Unit 07: At the Doctor's</a>

- Familiarising with Italian health practices and common advice.
- Distinguishing between formal and informal dialogues when discussing health.

**Reading:**

Text 1: A post discusses not attending school due to a headache, cough, earache, and sore throat.  
 Text 2: Nadia feels nauseous and has a stomach ache; her mother advises rest.  
 Text 3: A boy complains of eye and ear pain; the doctor prescribes treatment.  
 Text 4: A girl injures her foot; the doctor suggests an X-ray.  
 Text 5: A girl thinks she has the flu; the doctor recommends rest and medication.  
 Text 6: A boy's hand burn is addressed with cooling and a cream recommendation.  
 Text 7: A blog offers diverse solutions for neck and shoulder pain.  
 Text 8: Marco's mother advises him to rest and medicate for his symptoms.  
 Text 9: A bulletin provides advice on recognizing and managing flu symptoms.  
 Text 10: A post suggests a healthy diet, hydration, and regular exercise for good health.

**Listening:**

Text 1: A speaker mentions a headache and earache.  
 Text 2: The speaker talks about stomach pain and vomiting.  
 Text 3: A female discusses her health issues; a male suggests seeing a doctor.  
 Text 4: A male's soccer-related back injury is discussed; rest and physiotherapy are advised.  
 Text 5: A doctor advises a woman on flu symptoms and care.  
 Text 6: A patient's symptoms lead to a discussion on treatment.  
 Text 7: Two speakers discuss exercise and recommend swimming.  
 Text 8: Two people discuss their dietary habits and healthy eating.  
 Text 9: Two people discuss their exercise routines.  
 Text 10: Dietary habits of two individuals are discussed.

**Unit 8: Past Holidays - Activities**

**By the end of this unit, learners will be able to:**

- Discuss past holiday activities.
- Ask about someone's past holiday experiences.
- Share what they liked during a holiday.
- Identify and name different countries.
- Describe modes of travel and how long they stayed during their holidays.

**Grammar Points:**

[1. Introduction: Past Holiday Activities](#)

[2. Listening Comprehension: Past Holiday Activities](#)

[3. Reading Comprehension: Past Holiday Activities](#)

[4. Writing: Past Holiday Activities \(Updated\)](#)

[5. Speaking: Past Holiday Activities](#)

[6. Authentic Task: Past Holiday Activities](#)

[Intermediate Unit 08: Past Holiday Activities](#)

- Usage of past participle forms of verbs related to holiday activities.
- Forming questions about past holidays.
- Differentiating between masculine and feminine in past verb forms and related sentences.
- The use of "piacere" in past tense.
- Usage of prepositions with countries and cities.
- Structuring sentences about ways of travel and types of accommodations.

**Cultural Focus:**

- Familiarity with common holiday activities in Italian-speaking regions.
- Introduction to various countries and the cultural nuances in mentioning them in Italian.
- Different modes of travel preferred in Italian culture.
- Types of accommodations and their cultural relevance in Italy.

**Listening:**

1. France Trip: The speaker went to France during the holidays and spoke a lot in French.
2. Austria Trip: The speaker went to Austria during Christmas, skied every day, and enjoyed Austrian desserts.
3. Sydney Trip: The male speaker visited Sydney, went shopping, saw the opera theatre, and enjoyed the zoo.
4. Italian Vacation: Marco visited the Amalfi coast, enjoyed the beach, and shopped. Alice went to Germany, hung out with friends, and met new people.
5. Australia Trip: Sofia visited Australia for her mother's birthday, hiked, and ate. Sebastiano stayed in Rome, swam, visited museums, and shopped.
6. Swiss Accident: While skiing in Switzerland, the female speaker broke her arm and leg but enjoyed Switzerland overall.
7. Best Holidays: Sofia loved her Tahiti beach trip, while Marco enjoyed skiing in the Dolomites.
8. Italy Trip: The speaker visited her grandparents in Italy, toured Venice, and enjoyed Tuscan village life.
9. Sardinia Trip: The female speaker visited Sardinia, swam, and explored ancient structures. The male speaker stayed home due to his brother's illness.
10. Greece and Switzerland: The speaker reminisced about trips to Greece and Switzerland, mentioning experiences in both places.

**Reading:**

1. Japan Trip: The speaker traveled to Japan for the Christmas holidays.
2. Holiday Activities: While the female speaker stayed home, the male speaker visited New Zealand, enjoying its untouched nature.
3. Spain Trip: The writer visited Spain and communicated through a postcard.



4. Holiday Chat: Silvia and Grazia discussed their holidays, mentioning forgotten and brought items.
5. Spain Blog: The blogger described her trip to Spain, mentioning visits to various cities, cultural experiences, and language challenges.
6. Holiday Misadventures: The speaker recounted a trip to Australia that had both enjoyable moments and unfortunate incidents.
7. Vacation Chats: While Filippo visited Florence, Margherita stayed in Rome, visiting a videogame museum and enjoying local treats.
8. New York Experience: The speaker described their New York trip, mentioning museum visits, Central Park, and family opinions.
9. LA vs. NY: The writer contrasted their visits to Los Angeles and New York, pointing out the highlights of each city.
10. Sicily Vacation: The writer shared their experiences in Sicily, highlighting the beaches, local food, and historical sites visited.

### Unit 09: Daily Routine

#### Learning Outcomes:

- Ask and discuss daily routines.
- Tell the time.
- Ask and discuss daily activities in the past.

#### Grammar Points:

- Use of informal 'tu' form for asking about daily routine.
- Introduction to reflexive verbs and their function in discussing daily routines.
- Application of 'Sono le' and 'Alle' to tell the time.
- Introduction to time-related linking expressions.
- Past tense versions of daily activity questions and reflexive verbs' masculine and feminine endings in the past.

#### Cultural Focus:

- While there isn't a direct cultural element in the content provided, understanding the daily routine and its nuances offers insight into Italian culture and lifestyle. Familiarising oneself with the daily activities and how they're structured can give learners a deeper appreciation of Italian day-to-day life.

#### Listening:

- Dialogues focus on daily routines: waking up, school, evening activities.
- Text 6-10 emphasises differences in routines and cultural lifestyles.

[1. Introduction: Daily Routine](#)

[2. Listening Comprehension: Daily Routine](#)

[3. Reading Comprehension: Daily Routine](#)

[4. Writing: Daily Routine \(Updated\)](#)

[5. Speaking: Daily Routine](#)

[6. Authentic Task: Daily Routine](#)

[Intermediate Unit 09: Daily Routine](#)

- Reading:
- Descriptions of daily routines in various countries, with a focus on meal timings and homework.
- Text 6-10 highlights nightly activities, weekend routines, and the impact of culture on daily life.

### Listening

1. Daily Wake-Up Routine: A conversation about what time people usually wake up.
2. Daily Sleep Routine: Discussing the usual bedtime.
3. Vacation Wake-Up Times: Talking about when people woke up during the past week's holiday.
4. Morning School Routine: Describing a student's morning routine before heading to school.
5. Busy Student Routine: A student describes her daily activities, emphasising her busy schedule.
6. Morning School Commute: A conversation about what time students wake up and how they get to school.
7. After-School Activities: Marco and Alice discuss their after-school routines.
8. Saturday Activities: Describing what the speaker did on Saturday, from morning to evening.
9. Holiday Routine: A recount of what a person did during the holidays and the resulting issue with a parent.
10. Cultural Differences in Daily Routines: Sofia shares the differences in her daily routine when she's in Italy compared to her home country.

### Reading

1. Morning Routine: A description of Sebastiano's daily morning routine.
2. Swimmer's Morning: An account of someone's sister's morning routine due to her swimming commitments.
3. Sporty Morning Routine: Enzo describes his early morning routine to accommodate his soccer training.
4. Routine Differences between Italy and New Zealand: A comparison of a student's daily routine in two different countries.
5. Cultural Differences in Dinner Times: Comparing dinner times in Ireland and Italy and the resulting feelings of fatigue.
6. Sleep Times Discussion: Tommaso and Margherita discuss their bedtime routines.
7. Early Morning for a Special Occasion: An account of waking up very early to pick up friends from the airport.
8. Weekend Routine: Describing the freedom and relaxation of a weekend routine.

<p>9. Tiredness After an Evening Out: A conversation about feeling tired due to staying up late.</p> <p>10. Early Morning for Meeting Friends: Detailing an early morning spent picking up friends from the airport and the resulting fatigue.</p>	
<p><b>Unit 10: Past Holidays - Descriptions and impressions</b></p> <p><b>Learning Outcome:</b></p> <p><b>By the end of this unit, learners will be able to:</b></p> <ul style="list-style-type: none"> <li>Describe past holidays, including details about the weather and habitual activities.</li> <li>Solicit and provide opinions and comments about past holidays.</li> <li>Ask and answer questions about the weather conditions during past holidays.</li> <li>Use the imperfetto tense appropriately to describe past habitual actions.</li> <li>Utilise linking expressions to provide a coherent description of past experiences.</li> <li>Describe the weather in the past</li> </ul> <p><b>Grammar Points:</b></p> <ul style="list-style-type: none"> <li>The use of the imperfect tense for describing past habitual actions and states.</li> <li>The structure and usage of questions and statements to describe and comment on past holidays.</li> <li>Usage of linking expressions for coherence in narrative descriptions.</li> </ul> <p><b>Cultural Focus:</b></p> <ul style="list-style-type: none"> <li>The significance of holidays in Italian culture and common practices.</li> <li>The importance of weather in shaping holiday experiences and its influence on the Italian lifestyle.</li> <li>The habitual activities Italians partake in during their holidays, reflecting on their cultural and social norms.</li> </ul> <p><b>Listening Summaries:</b></p> <ol style="list-style-type: none"> <li>A trip to Italy with a positive experience regarding the kindness of the locals.</li> <li>A childhood winter vacation in Austria involving skiing and eating desserts.</li> <li>A visit to Sydney where the Opera House and the zoo were major attractions. The weather was hot and humid.</li> <li>Alice and Marco discuss their respective vacations to Germany and the Amalfi Coast in Italy.</li> <li>A recollection of spending vacations with grandparents in the mountains, involving hiking, swimming, and other activities.</li> <li>A skiing trip to Switzerland was affected by adverse weather but had a memorable sunny day.</li> </ol>	<p><a href="#">1. Introduction: Past Holidays</a></p> <p><a href="#">2. Listening Comprehension: Past Holidays</a></p> <p><a href="#">3. Reading Comprehension: Past Holidays</a></p> <p><a href="#">4. Writing: Past Holidays (Updated)</a></p> <p><a href="#">5. Speaking: Past Holidays</a></p> <p><a href="#">6. Authentic Task: Past Holidays</a></p> <p><a href="#">Intermediate Unit 10: Past Holidays - Descriptions and impressions - Descriptions and Impressions</a></p>



7. Sofia and Marco recount their childhood summer and winter vacations at the beach and in the mountains respectively.
8. A trip to Italy for Christmas where the family visited grandparents and then Venice.
9. Childhood vacations spent in Sardinia with family, engaging in various activities.
10. A description of vacations spent in the mountains skiing and visiting different parts of Italy.

**Reading Summaries:**

1. A summer vacation to China with family, with a particular emphasis on the food.
2. A conversation about a trip to Australia, mentioning the weather and encounters with koalas.
3. Recollections of spending summers at grandparents' house in the countryside.
4. Luca's trip to Milan where he visited the British Museum and had experiences with English culture.
5. A summary of vacations spent at a summer camp by the sea during childhood.
6. The experiences of visiting different European countries every summer, travelling by train and exploring local foods.
7. Describing summer holidays in Europe with the family, focusing on travelling, sightseeing, and enjoying different cuisines.
8. Childhood vacations spent at a summer camp with activities corresponding to different weather conditions.
9. Childhood vacations in Europe where a different country was visited each year.
10. Recollections of summer vacations, contrasting adventurous trips across Europe with more conventional beach camping trips.

## Video library:

Intermediate	<a href="#">At a Restaurant (With Subtitles)</a>
	<a href="#">At a Restaurant (Without Subtitles)</a>
	<a href="#">Vocabulary</a>



<a href="#">At the Doctor's (With Subtitles)</a>
<a href="#">At the Doctor's (Without Subtitles)</a>
<a href="#">Vocabulary</a>
<a href="#">Job Interview (Without Subtitles)</a>
<a href="#">Vocabulary</a>
<a href="#">Asking for Information About a Town (Without Subtitles)</a>
<a href="#">Vocabulary</a>
<a href="#">Making an Arrangement (Without Subtitles)</a>
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<a href="#">At a Restaurant (Immersion: With Subtitles)</a>
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<a href="#">Vocabulary</a>
<a href="#">At the Doctor's (Immersion: With Subtitles)</a>
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<a href="#">Vocabulary</a>



## Intermediate Level Authentic Texts | Non-immersion Lessons

[Ordering in a Restaurant or Café](#)

[Fashion, Shopping for Clothes, and Weather](#)

[Towns and Directions](#)

[Booking a Holiday](#)

[Party Time and Celebrations](#)

[Organising and Outing with Friends](#)

[At the Doctor's](#)

[Past Holiday Activities](#)

[Daily Routine](#)

[Past Holidays - Descriptions and Impressions](#)

### STANDALONE GRAMMAR LESSONS:

[Present Tense Verbs](#)

[Adjective](#)

[Comparative and Superlatives](#)

[Future Tense](#)

[Future Perfect](#)

[Present Progressive](#)

[Present Perfect](#)

[Imperfect](#)

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[Present Conditional](#)

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[Subjunctive Present](#)

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