

# **Italian**

## **Scope and sequence**

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## Italian: Scope and sequence of content

| Course            |  | pp. 10–11  | pp. 12–13  | pp. 14–16  | pp. 17–19  | pp. 20–22  | pp. 23–24  |
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| Content organiser |  | Unit 1A<br><i>questo mio mondo</i><br>(here and now)   | Unit 1B<br><i>cose da fare, luoghi da visitare</i><br>(things to do, places to go)   | Unit 2A<br><i>rapporti</i><br>(relationships)  | Unit 2B<br><i>andiamo!</i><br>(let's travel!)  | Unit 3A<br><i>made in Italy</i><br>(made in Italy)   | Unit 3B<br><i>...e poi?</i><br>(what next?)  |
| <b>Text types</b> | In learning Italian, students should experience and actively create a wide variety of texts, proceeding from simpler to more complex as they develop their knowledge of the language.  | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.   | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.   | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.   | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.   | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types.   | Over a pair of units within this stage students have opportunities to engage with, and produce a range of text types from the list below. Teachers may also choose to introduce students to additional text types. |
|                   | A range of spoken, visual and written text types relevant to the school determined learning contexts should be selected for use in these units. In learning Italian, students should experience and actively create a wide variety of texts, proceeding from simpler to more complex as they develop their knowledge of the language.  |  |  | <b>Stage 2 text types for the delivery of instructional strategies</b>   | <b>Stage 2 text types for the delivery of instructional strategies</b>   | <b>Stage 3 text types for the delivery of instructional strategies</b>   | <b>Stage 3 text types for the delivery of instructional strategies</b>   |
|                   | Account (personal)<br>Advertisement<br>Announcement/notice<br>Chart/table<br>Comic/cartoon strip<br>Conversation<br>Description<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpt<br>Form<br>Horoscope<br>Instructions/recipe<br>Interview<br>Invitation<br>Itinerary<br>Letter (informal)<br>Map/plan<br>Menu<br>Message/note/SMS<br>News item<br>Notice/sign<br>Personal profile<br>Photograph/image<br>Postcard<br>Poster<br>Role-play/skit<br>Script (e.g. interview, conversation, chat transcript) | Account (personal)<br>Advertisement<br>Announcement/notice<br>Chart/table<br>Comic/cartoon strip<br>Conversation<br>Description<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpt<br>Form<br>Horoscope<br>Instructions/recipe<br>Interview<br>Invitation<br>Itinerary<br>Letter (informal)<br>Map/plan<br>Menu<br>Message/note/SMS<br>News item<br>Notice/sign<br>Personal profile<br>Photograph/image<br>Postcard<br>Poster<br>Role-play/skit<br>Script (e.g. interview, conversation, chat transcript) | Account (personal and narrative)<br>Advertisement<br>Announcement/notice<br>Article (e.g. newspaper, magazine, web page)<br>Brochure/leaflet (e.g. travel, promotional)<br>Chart/table<br>Comic/cartoon strip<br>Commentary<br>Conversation<br>CV<br>Description<br>Diary/journal entry/web log (blog)<br>Discussion<br>Documentary<br>Email<br>Film/TV program (excerpt)<br>Form/application<br>Horoscope<br>Instructions/recipe<br>Interview<br>Invitation<br>Itinerary<br>Letter (formal and informal)<br>Map/plan<br>Menu<br>Message/note/SMS<br>News item | Account (personal and narrative)<br>Advertisement<br>Announcement/notice<br>Article (e.g. newspaper, magazine, web page)<br>Brochure/leaflet (e.g. travel, promotional)<br>Chart/table<br>Comic/cartoon strip<br>Commentary<br>Conversation<br>CV<br>Description<br>Diary/journal entry/web log (blog)<br>Discussion<br>Documentary<br>Email<br>Film/TV program (excerpt)<br>Form/application<br>Horoscope<br>Instructions/recipe<br>Interview<br>Invitation<br>Itinerary<br>Letter (formal and informal)<br>Map/plan<br>Menu<br>Message/note/SMS<br>News item | Account (personal and narrative)<br>Advertisement<br>Announcement/notice<br>Article (e.g. newspaper, magazine, web page)<br>Brochure/leaflet (e.g. travel, promotional)<br>Comic/cartoon strip<br>Commentary<br>Conversation<br>CV<br>Description<br>Diary/journal entry/web log (blog)<br>Discussion<br>Email<br>Film/TV program (excerpt)<br>Form/application<br>Horoscope<br>Instructions/recipe<br>Itinerary<br>Letter (formal and informal)<br>Message/note<br>News item<br>Notice/sign<br>Photograph/image<br>Poem<br>Poster<br>Report<br>Review | Account (personal and narrative)<br>Advertisement<br>Announcement/notice<br>Article (e.g. newspaper, magazine, web page)<br>Brochure/leaflet (e.g. travel, promotional)<br>Comic/cartoon strip<br>Commentary<br>Conversation<br>CV<br>Description<br>Diary/journal entry/web log (blog)<br>Discussion<br>Email<br>Film/TV program (excerpt)<br>Form/application<br>Horoscope<br>Instructions/recipe<br>Itinerary<br>Letter (formal and informal)<br>Message/note<br>News item<br>Notice/sign<br>Photograph/image<br>Poem<br>Poster<br>Report<br>Review |  |

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|                   |  | Song<br>Speech/talk/presentation<br>Summary<br>Survey/questionnaire<br>Timetable<br>Webpage | Song<br>Speech/talk/presentation<br>Summary<br>Survey/questionnaire<br>Timetable<br>Webpage | Notice/sign<br>Personal profile<br>Photograph/image<br>Poem<br>Postcard<br>Poster<br>Report<br>Review<br>Role-play/skit<br>Script (e.g. interview, conversation, chat transcript, sketch)<br>Song<br>Speech/talk/presentation<br>Subtitles<br>Summary<br>Survey/questionnaire<br>Timetable<br>Webpage | Notice/sign<br>Personal profile<br>Photograph/image<br>Poem<br>Postcard<br>Poster<br>Report<br>Review<br>Role-play/skit<br>Script (e.g. interview, conversation, chat transcript, sketch)<br>Song<br>Speech/talk/presentation<br>Subtitles<br>Summary<br>Survey/questionnaire<br>Timetable<br>Webpage | Role-play/skit<br>Script (e.g. interview, conversation, chat transcript, sketch)<br>Song<br>Speech/talk/presentation<br>Subtitles<br>Summary<br>Survey/questionnaire<br>Webpage  | Role-play/skit<br>Script (e.g. interview, conversation, chat transcript, sketch)<br>Song<br>Speech/talk/presentation<br>Subtitles<br>Summary<br>Survey/questionnaire<br>Webpage   |
|                   |  |   |   | For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed in the table below.  | For the specific purpose of school-based assessment and the Stage 2 external examination, students will be expected to produce and/or respond to the text types listed in the table below.  | For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed in the table below.   | For the specific purpose of school-based assessment and the Stage 3 external examination, students will be expected to produce and/or respond to the text types listed in the table below.  |
|                   |  |   |   | <b>Text types for production and reception</b>  | <b>Text types for production and reception</b>  | <b>Text types for production and reception</b>   | <b>Text types for production and reception</b>  |
|                   |  |   |   | Account (narrative, personal)<br>Advertisement<br>Announcement<br>Article (e.g. newspaper, magazine, web page)<br>Conversation<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpts<br>Instruction<br>Invitation<br>Interview<br>Letter (formal and                             | Account (narrative, personal)<br>Advertisement<br>Announcement<br>Article (e.g. newspaper, magazine, web page)<br>Conversation<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpts<br>Instruction<br>Interview<br>Invitation<br>Letter (formal and                             | Account (narrative, personal)<br>Advertisement<br>Announcement<br>Article (e.g. newspaper, magazine, web page)<br>Conversation<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpts<br>Instruction<br>Letter (formal and informal)<br>Message/note | Account (narrative, personal)<br>Advertisement<br>Announcement<br>Article (e.g. newspaper, magazine, web page)<br>Conversation<br>Diary/journal entry/web log (blog)<br>Email<br>Film/TV program excerpts<br>Instruction<br>Interview<br>Letter (formal and informal) |

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| Content organiser                                       |   | Unit 1A<br><i>questo mio mondo</i><br>(here and now)   | Unit 1B<br><i>cose da fare, luoghi da visitare</i><br>(things to do, places to go)   | Unit 2A<br><i>rapporti</i><br>(relationships)   | Unit 2B<br><i>andiamo!</i><br>(let's travel!)  | Unit 3A<br><i>made in Italy</i><br>(made in Italy)  | Unit 3B<br><i>...e poi?</i><br>(what next?)   |
|   |   |  |  | informal)<br>Message/note/postcard<br>News item<br>Notice<br>Personal profile<br>Photograph/image<br>Review<br>Script (interview, conversation, role play etc.)<br>Summary<br>Survey/questionnaire<br>Speech/talk/presentation  | informal)<br>Message/note/postcard<br>News item<br>Notice<br>Personal profile<br>Photograph/image<br>Review<br>Script (interview, conversation, role play etc.)<br>Summary<br>Survey/questionnaire<br>Speech/talk/presentation   | News item<br>Notice<br>Photograph/image<br>Review<br>Script (interview, conversation, role play etc.)<br>Summary<br>Survey/questionnaire<br>Speech/talk/presentation<br>Table/chart   | Message/note<br>News item<br>Notice<br>Photograph/image<br>Review<br>Script (interview, conversation, role play etc.)<br>Summary<br>Survey/questionnaire<br>Speech/talk/presentation<br>Table/chart   |
|   |   |  |  | <b>Text types for completion</b>  | <b>Text types for completion</b>   | <b>Text types for completion</b>  | <b>Text types for completion</b>  |
|   |   |  |  | Application/form<br>CV<br>Invitation<br>Itinerary<br>Map/plan<br>Personal profile<br>Postcard<br>Survey/questionnaire<br>Table/chart<br>Timetable   | Application/form<br>CV<br>Invitation<br>Itinerary<br>Map/plan<br>Personal profile<br>Postcard<br>Survey/questionnaire<br>Table/chart<br>Timetable  | Application/form<br>CV<br>Invitation<br>Itinerary<br>Map/plan<br>Personal profile<br>Postcard<br>Survey/questionnaire<br>Table/chart<br>Timetable   | Application/form<br>CV<br>Invitation<br>Itinerary<br>Map/plan<br>Personal profile<br>Postcard<br>Survey/questionnaire<br>Table/chart<br>Timetable   |
| <a href="#">Linguistic Resources</a><br>(external link) | <b>Textual conventions</b><br><br>Textual conventions are dependent on the texts chosen by the school | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• common social conventions associated with greetings, initiating conversation, introductions, and forms of address</li><li>• features and layout of common written and visual texts e.g. formatting of addresses in Italian, telephone numbers, dates, forms of address in emails/letters.</li></ul> | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• oral conventions associated with familiar questioning, enquiry, seeking assistance and introductions</li><li>• layout and features of common Italian texts e.g. use of register, structure of a message/email/letter</li><li>• use of English and words borrowed from other languages in Italian texts.</li></ul> | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• oral conventions of formal conversations</li><li>• format and layout of texts used, sequencing of ideas using headings and paragraphs, illustrations</li><li>• use of abbreviations, body language and gestures.</li></ul> | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• oral/written conventions associated with requesting information, offering and asking for help, giving opinions recommendations</li><li>• conventions associated with formal conversations, correspondence</li><li>• format, layout and features of texts e.g. forms, timetables, tickets.</li></ul> | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• protocols/conventions associated with presenting oral/written arguments/points of view</li><li>• format and layout of texts</li><li>• interpreting information in texts about Italian society and culture e.g. images used in advertisements to advertise the same product may vary from culture to culture.</li></ul> | Conventions suited to the focus of this unit may include:<br><ul style="list-style-type: none"><li>• oral conventions associated with resolving disagreements or conflicts, giving a speech, addressing an audience</li><li>• format, layout and features of language for structuring texts when giving an opinion.</li></ul> |

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| Content organiser                                       |   | Unit 1A<br><i>questo mio mondo</i><br>(here and now)   | Unit 1B<br><i>cose da fare, luoghi da visitare</i><br>(things to do, places to go)  | Unit 2A<br><i>rapporti</i><br>(relationships)   | Unit 2B<br><i>andiamo!</i><br>(let's travel!)  | Unit 3A<br><i>made in Italy</i><br>(made in Italy)   | Unit 3B<br><i>...e poi?</i><br>(what next?)   |
| <a href="#">Linguistic Resources</a><br>(external link) | <b>Form and features of language</b><br><br>Vocabulary associated with the learning contexts                | Grammar <ul style="list-style-type: none"> <li>adjectives (regular, common irregular, agreement with nouns, position of adjectives)</li> <li>articles (definite/indefinite)</li> <li>conjunctions (e.g. <i>e, con</i>)</li> <li>general word order of sentences/phrases</li> <li>nouns (regular forms, gender, number, common irregular forms)</li> <li>pronouns (subject pronouns)</li> <li>prepositions (e.g. <i>in, a</i>)</li> <li>verbs related to the unit focus:</li> <li>infinitive forms</li> <li>present tense (regular and common irregular verbs including <i>isc</i>).</li> </ul> | Grammar <ul style="list-style-type: none"> <li>adjectives (agreement with a mixed group, possessive)</li> <li>adverbs (<i>molto, poco, troppo</i>)</li> <li>conjunctions (common conjunctions continued)</li> <li>negation (use of <i>non</i>)</li> <li>pronouns (reflexive)</li> <li>prepositions (simple articulated forms with places)</li> <li>verbs related to the unit focus: <ul style="list-style-type: none"> <li>present tense (regular and common irregular verbs)</li> <li>present tense of common reflexive verbs</li> <li>present perfect (regular verbs related to the unit focus).</li> </ul> </li> </ul> | Grammar <ul style="list-style-type: none"> <li>adjectives (adjectives that commonly precede nouns)</li> <li>articles (use/omission with: titles, days of the week, possessives and family members)</li> <li>nouns (collective nouns, borrowed words)</li> <li>prepositions (<i>a, di, da</i>; verb + preposition; verb + preposition + infinitive; verb + preposition + noun)</li> <li>pronouns (direct object pronouns, use and omission of subject pronouns before verb, subject pronoun used at end of phrase for emphasis, indirect object pronouns <i>mi/ti + piacere</i>)</li> <li>verbs related to the unit focus: <ul style="list-style-type: none"> <li>present tense (regular and irregular verbs)</li> <li>idiomatic use of <i>avere</i> and <i>fare</i></li> <li>reflexives</li> <li>modals: <i>dovere, potere, volere</i></li> <li>present perfect (transitive and intransitive).</li> </ul> </li> </ul> | Grammar <ul style="list-style-type: none"> <li>adjectives (common irregular adjectives in front of masculine nouns, adjectives + prepositions, comparative and superlative forms, regular constructions)</li> <li>adverbs (formation and position)</li> <li>articles (partitive articles—<i>alcuno, qualche, un po' di</i>)</li> <li>nouns (compound, invariable forms in the plural)</li> <li>prepositions (common prepositional phrases)</li> <li>pronouns (indirect object pronouns, use of <i>ne, ci, vi, si, possessive</i>)</li> <li>verbs related to the unit focus: <ul style="list-style-type: none"> <li>present tense (special uses e.g. immediate future, present + <i>da</i> + period of time)</li> <li>future</li> <li>imperfect</li> <li>imperative</li> <li>conditional (commonly used forms—<i>mi piacerebbe</i>).</li> </ul> </li> </ul> | Grammar <ul style="list-style-type: none"> <li>adjectives (common measurements, mathematical signs)</li> <li>adverbs (adverbial phrases, comparative and superlative forms regular/irregular, classes of adverbs—manner, place, time, quantity)</li> <li>negation (frequently used double negatives)</li> <li>pronouns (combination pronouns, relative—including word order, demonstrative, indefinite)</li> <li>verbs related to the unit focus: <ul style="list-style-type: none"> <li>subjunctive (present: with simple formulaic expressions—<i>penso che..., credo che...</i>)</li> <li>conditional (present: regular and common irregular verbs)</li> <li>consolidation of present perfect</li> <li>future (special uses e.g. uncertainty).</li> </ul> </li> </ul> | Grammar <ul style="list-style-type: none"> <li>adjectives (present and past participles as adjectives)</li> <li>pronouns (personal pronouns)</li> <li>demonstratives</li> <li>direct/indirect object pronouns with simple and compound tenses</li> <li>combined pronouns with simple tenses</li> <li>direct/indirect object pronouns with the imperative</li> <li>verbs related to the unit focus: <ul style="list-style-type: none"> <li>subjunctive (present and perfect).</li> </ul> </li> </ul> |
| <a href="#">Linguistic Resources</a><br>(external link) | Sound and writing systems<br><br>Development and consolidation of the sound and writing systems of Italian. | Development and consolidation of the sound and writing systems of Italian.   | Development and consolidation of the sound and writing systems of Italian.  | Development and consolidation of the sound and writing systems of Italian.  | Development and consolidation of the sound and writing systems of Italian.   | Development and consolidation of the sound and writing systems of Italian.   | Development and consolidation of the sound and writing systems of Italian.  |

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| <a href="#">Intercultural understandings</a><br>(external link) | <p>Through these units students have the opportunity to develop knowledge, awareness and understanding of the similarities and differences between their own culture and that of the Italian world. These intercultural understandings should be relevant to the school determined learning contexts.</p> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• common behaviours and practices related to interpersonal relationships and social interactions in Italy/Italian-speaking communities e.g. greeting/leave-taking conventions, level of formality in language, familiar/formal terms of address</li> <li>• influence of other languages on Italian</li> <li>• typical everyday activities engaged in by Italian speakers including common social rituals, traditions and customs e.g. eating practices/times</li> <li>• living in Italy e.g. regions, cities, natural/historical environment and impact on social practices and language.</li> </ul> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• common behaviours and practices related to interpersonal relations and social interactions e.g. turn-taking, politeness conventions, complimenting, thanking, polite requests</li> <li>• awareness of role of, and use of slang/youth language</li> <li>• social practices, customs and everyday activities e.g. time-consciousness, <i>fare la passeggiata</i>, <i>la piazza</i> as a meeting place, <i>il bar</i></li> <li>• influence of Italian natural/historical environment on social practices and lifestyle e.g. <i>mare e montagna</i>.</li> </ul> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• common behaviours and practices related to interpersonal relationships and social rituals within the contexts of family, school, friends and workplace e.g. formal versus informal language, politeness conventions, ways of showing affection/respect, turn-taking, gender relationships, peer groups</li> <li>• common social practices and stereotypes associated with Italian families e.g. role of the community/ neighbourhood in Italian speaking communities</li> <li>• influence of natural/historical environment/ events on contemporary lifestyles e.g. regional identity, social standing, <i>città/campagna</i></li> <li>• place of technology in socialising/ communicating.</li> </ul> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• etiquette of, attitude towards visitors in Italy/Australia e.g. communicating, functioning and behaving appropriately</li> <li>• reasons for Italian movement around the globe and the contributions of Italian speakers to home culture e.g. immigration</li> <li>• differences of everyday life in Italy that may impact on the expectations of Italians regarding life in Australia e.g. employment, working hours and holidays</li> <li>• influence of technology on tourism, travel and globalisation.</li> </ul> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• common social practices, attitudes, customs and everyday activities related to identity e.g. <i>fare la bella figura</i></li> <li>• effect of media on everyday living e.g. advertising, lifestyles, what is acceptable in Italy/Australia, reality TV</li> <li>• Italian/Australian relationships e.g. trade, tourism, <i>gemellaggio</i>.</li> </ul> | <p>Intercultural understandings suited to this unit may include:</p> <ul style="list-style-type: none"> <li>• the influence of the European Union membership on Italy e.g. the impact on the lifestyle of older and younger generation Italians</li> <li>• current social issues that impact on everyday life in Australia and/or Italian-speaking communities e.g. finding work, influence of technology on lifestyles and career opportunities.</li> </ul> |

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| <a href="#">Language learning and communication strategies</a><br>(external link) | Language learning and communication strategies are processes, techniques and skills relevant to: <ul style="list-style-type: none"> <li>• supporting learning and the acquisition of language</li> <li>• making meaning from texts</li> <li>• producing texts engaging in spoken interaction.</li> </ul> | Language learning and communication strategies will depend upon the need of the learners and the text types selected. | Language learning and communication strategies will depend upon the need of the learners and the text types selected. | Language learning and communication strategies will depend upon the need of the learners and the text types selected. | Language learning and communication strategies will depend upon the need of the learners and the text types selected. | Language learning and communication strategies will depend upon the need of the learners and the text types selected. | Language learning and communication strategies will depend upon the need of the learners and the text types selected. |