

		A1	A2	B1	B2	C1	C2
UNDERSTANDING	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
SPEAKING	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can cover negotiated one-to-one communication on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussions in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effectively in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and reconstruct around the difficulty or smoothly state what other people are hardly aware of.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects incorporating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
WRITING	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Units Of Work For Ausvels Italian Language

Wenbin Ji



Units Of Work For Ausvels Italian Language:

Work Units on the Italian Language Project, St. Joseph's School, Mundingburra Pam Cockshaw, 1981 **Foundations**

Italian 1 Mara Benetti, Carmela Murtas, Caterina Varchetta, 2016 *Italian Sentence Builder TRILOGY - Part 1* Dylan Viñales, Dr Gianfranco Conti, 2024-09-18 Italian Sentence Builders TRILOGY Part 1 is a workbook aimed at Key Stage 3 students co authored by two modern languages educators with over 60 years of extensive classroom experience between the two both in the UK Ireland and internationally This no frills book contains 15 units of work on very popular themes jam packed with graded listening activities vocabulary building reading translation retrieval practice writing a set of listening activities to model and input flood the target language a set of vocabulary building activities a set of narrow reading texts exploited through a range of tasks focusing on both the meaning and structural levels of the text a set of retrieval practice translation tasks a set of writing tasks targeting essential micro skills such as spelling lexical retrieval syntax editing and communication of meaning a Bringing it all together section to recycle and interleave the target language seen in previous units Based on the E P I principle that learners learn best from comprehensible and highly patterned input flooded with the target linguistic features the authors have carefully designed each and every text and activity to enable the student to process and produce each item many times over Please note that both The Language Gym and SentenceBuilders.com websites are ideal supplements to this booklet Both websites recycle every single lexical and structural item found in this book many times over via self marking vocabulary and reading workouts in addition to engaging and fun games and a powerful verb trainer **Italian Sentence Builders - Pre Intermediate - Intermediate** Dr Gianfranco Conti, 2023-07-06 Italian Sentence Builders is a workbook aimed at pre intermediate to intermediate students It is co authored by three modern languages educators with over 60 years of extensive classroom experience between them both in the UK and internationally This no frills book contains 15 units of work on very popular themes jam packed with graded vocabulary building reading translation retrieval practice and writing activities Key vocabulary lexical patterns and structures are recycled and interleaved throughout Each unit includes a sentence builder modelling the target constructions a set of vocabulary building activities a set of narrow reading texts exploited through a range of tasks focusing on both the meaning and structural levels of the text a set of retrieval practice translation tasks a set of writing tasks targeting essential micro skills such as spelling lexical retrieval syntax editing and communication of meaning Based on the E P I principle that learners learn best from comprehensible and highly patterned input flooded with the target linguistic features the authors have carefully designed each and every text and activity to enable the student to process and produce each item many times over Alongside the macro units you will find Question skills units two pages on understanding and creating questions These micro units occur after every unit in the book so as to recycle the same question patterns in different linguistic contexts Revision workouts these are retrieval practice tasks aimed at keeping the previously learnt vocabulary alive They too occur at regular intervals

after every other unit Please note that both The Language Gym and SentenceBuilders com websites are ideal supplements to this booklet Both websites recycle every single lexical and structural item found in this book many times over via self marking vocabulary and reading workouts in addition to engaging and fun games and a powerful verb trainer *Units of Work for Italian*, 1997 **Course of Study in Italian** Boston (Mass) School Committee, 2025-05-22 Course of Study in Italian offers a detailed curriculum for the study of the Italian language reflecting the educational standards and pedagogical approaches of the early 20th century Compiled by the School Committee of Boston Massachusetts this book provides insights into the methods used to teach Italian to students during that period It serves as a valuable resource for understanding the historical context of language education and the development of curricula This course of study provides educators and researchers with a primary source for examining the evolution of language teaching methodologies Its enduring appeal lies in its ability to offer a glimpse into the past showcasing the challenges and innovations in foreign language instruction Course of Study in Italian is an essential addition to collections focused on the history of education language studies and Italian culture This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work was reproduced from the original artifact and remains as true to the original work as possible Therefore you will see the original copyright references library stamps as most of these works have been housed in our most important libraries around the world and other notations in the work This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work As a reproduction of a historical artifact this work may contain missing or blurred pages poor pictures errant marks etc Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant **Perfect Your Italian 2E: Teach Yourself** Sylvia Lymbery, 2010-05-28 Are you looking for an improver s course in Italian which will make you sound like a native If you already know some Italian and want to take it further Perfect your Italian will guarantee success Taking you from a good GCSE level level B2 of the Common European Framework this course teaches you advanced structures and vocabulary so that by the end of the course you will be at GCE Advanced Level CEF level C1 Can express him herself fluently and spontaneously without much obvious searching for expressions Can use language flexibly and effectively for social academic and professional purposes Full of authentic texts and dialogues about complex subjects this course covers a wide range of topics of the sort you will want to talk about when in Italy and teaches you the kind of everyday language and features of speech that will enable you to communicate with confidence and feel comfortable taking part in conversation with native speakers of Italy The choice of material aims to give you something of the flavour of Italy today and each unit is based around a single theme with lively interviews and conversations on the accompanying recording There are activities based on

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Pronti, Via Marisa Minelle Katis, Antonia Rubino, 2000. *Pronti via* is a three stage course which aims to give learners of varying levels a thorough grounding in the Italian language and an awareness of Italian culture both in Australia and in Italy. *Pronti via* provides within each unit separate texts and associated tasks at clearly differentiated difficulty levels. Each unit has a theme but contains both beginner level and more advanced level work, the two sections being separated by a third which addresses cultural input. The main characters of *Pronti via* are young teenagers members of a family network that spans three cities: Salerno, Sydney and Melbourne. This provides a natural context for the transmission of cultural knowledge. This full colour Student Book features lively presentation of key language through a variety of text types, plenty of guided oral activities, a variety of reading texts, grammar sections, cultural material and more. Each stage of *Pronti via* contains a Student Book, Workbook, audio material and teacher resource material.

Qui Italia Paola Bosio, Italian School Committee Inc Staff, 2011-03-17. *Qui Italia* are Italian Language LOTE Support Materials developed by teachers for teachers. These books are specifically designed for students of Italian in Upper Primary first year level and are supportive of the current syllabus. Each book is designed to teach language fundamentals in a fun and accessible way. They have been developed to provide a framework to assist teachers in developing, implementing and evaluating an effective LOTE curriculum. *Qui Italia* books develop language skills which enable the learner to use the language in a confident manner and to demonstrate their knowledge with others. These activity books are designed for the individual student. They are cost effective, educationally sound and very easy to follow. *Qui Italia Activity Books 1 and 2* are a project of the Italian School Committee Inc. They have worked since 1985 to promote quality LOTE teaching and learning in schools across the Sunshine Coast. Further information on these books and other materials available online www.thinkingitalian.net.

Modern Languages Senior Secondary

Assessment Board of South Australia,1992 **Course of Study in Italian (Classic Reprint)** Boston Boston,2018-02-08
Excerpt from Course of Study in Italian Ninth grade foreign language preceded by language work of Grades VII And VIII constitutes the Second Unit This is equivalent to second year language work in the high school which also constitutes the Second Unit About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at www.forgottenbooks.com This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works **R-8 Italian Curriculum. Stage 1** ,1982 Arrivederci!. Federica Colombo,Cinzia Faraci,Pierpaolo De Luca,2013 This book contains enough material for around 60 hours of lessons and has 12 teaching units activities and exercises that incorporate the four linguistic skills a structure and educational material that take different learning styles into account etc *Italian Curriculum Materials* Victorian Government - Department of Education and Training,1985-01-01 **A New Practical and Easy Method of Learning the Italian Language** Franz Ahn,1873

Italian Sentence Builders - a Lexicogrammar Approach - Beginner to Pre-Intermediate Dylan Viñales,Simona Gravina,Gianfranco Conti,2020-09-08 Italian Sentence Builders is a workbook aimed at beginner to pre intermediate students co authored by three modern languages educators with over 50 years of extensive classroom experience between the three both in the UK and internationally This no frills book contains 19 units of work on very popular themes jam packed with graded vocabulary building reading translation retrieval practice and writing activities Key vocabulary lexical patterns and structures are recycled and interleaved throughout Each unit includes 1 A sentence builder modelling the target constructions 2 A set of vocabulary building activities 3 A set of narrow reading texts exploited through a range of tasks focusing on both the meaning and structural levels of the text 4 A set of retrieval practice translation tasks 5 A set of writing tasks targeting essential micro skills such as spelling lexical retrieval syntax editing and communication of meaning Based on the Extensive Processing Instruction E P I principle that learners learn best from comprehensible and highly patterned input flooded with the target linguistic features the authors have carefully designed each and every text and activity to enable the student to process and produce each item many times over This occurs throughout each unit of work as well as in smaller grammar vocabulary and question skills micro units located at regular intervals in the book which aim at reinforcing the understanding and retention of the target grammar vocabulary and question patterns *Perfect Your Italian* Sylvia Lymbery,2010-04-30 Is this the right course for me Are you looking for an improver s course in Italian which will make you sound like a native If you already know some Italian and want to take it further Perfect your Italian will guarantee success Taking you from a good GCSE level level B2 of the Common European Framework this course teaches you advanced

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