



Contents

	Page
The Language Market – Stage B	
How is The Language Market different from other software?	6
How is Stage B different from Stage A?	6
How can the program be used in the classroom?	7
What does the program provide?	7
Installation instructions	
Minimum system requirements for Windows	9
Windows installation	9
Minimum system requirements for Apple Macintosh	9
Apple Macintosh installation	9
Starting up	10
Main menu	12
Meet the friends	13
Navigation guide	15
Conventions	16
Bonus activity types	17
Scoring system	18
Unit 1: Welcome to the market place	
Topics, Field/Theme	20
Activities and objectives	20
Vocabulary	22
Focus on functions	23
Form	23
Unit 2: The friends are sports fans	
Topics, Field/Theme	24
Activities and objectives	24
Vocabulary	26
Focus on functions	26
Form	27



Contents

	Page
Unit 3: The band	
Topics, Field/Theme	28
Activities and objectives	28
Vocabulary	30
Focus on functions	30
Form	31
Unit 4: Games galore!	
Topics, Field/Theme	32
Activities and objectives	32
Vocabulary	34
Form	35
Unit 5: An eerie feeling	
Topics, Field/Theme	36
Activities and objectives	36
Vocabulary	38
Focus on functions	39
Form	39
Unit 6: Riches in the attic	
Topics, Field/Theme	40
Activities and objectives	40
Vocabulary	42
Focus on functions	43
Form	43
Unit 7: A trip for a treat	
Topics, Field/Theme	44
Activities and objectives	44
Vocabulary	46
Focus on functions	47
Form	48



Contents

	Page
Unit 8: Games galore!	
Topics, Field/Theme	50
Activities and objectives	50
Vocabulary	52
Form	52
Unit 9: Clockwise!	
Topics, Field/Theme	54
Activities and objectives	54
Vocabulary	56
Focus on functions	57
Form	57
Unit 10: Ideal weather for a snowman!	
Topics, Field/Theme	58
Activities and objectives	58
Vocabulary	60
Focus on functions	61
Form	61
Unit 11: Food and drinks for a picnic	
Topics, Field/Theme	62
Activities and objectives	62
Vocabulary	64
Focus on functions	65
Form	65
Unit 12: It's shopping time!	
Topics, Field/Theme	66
Activities and objectives	66
Vocabulary	68
Focus on functions	69
Form	69



Contents

	Page
Unit 13: Games galore!	
Topics, Field/Theme	70
Activities and objectives	70
Vocabulary	72
Form	72
Unit 14: Preparations for the farewell party	
Topics, Field/Theme	74
Activities and objectives	74
Vocabulary	76
Focus on functions	77
Form	77
Unit 15: Getting ready to leave	
Topics, Field/Theme	78
Activities and objectives	78
Vocabulary	80
Focus on functions	81
Form	81
Unit 16: Farewell friends	
Topics, Field/Theme	82
Activities and objectives	82
Vocabulary	84
Form	84
Notes	85



The Language Market – Stage B

How is The Language Market different from other software?

Each stage of The Language Market ...

- has 16 sequenced units with over 200 interactive activities and exercises;
- is self-contained;
- covers a whole year of classroom structured learning;
- was designed by language teachers;
- focuses on form, incorporating explanations, relevant examples and reinforcement activities and exercises;
- observes, within a unit, the methodological principles of orientating, enhancing, synthesising and extending;
- observes the principles of reinforcement and progression within the program;
- can be used progressively where learners follow sequenced language activities that cannot be accessed out of order, except in revision.

How is Stage B different from Stage A?

The Stage B program ...

- expands the use of longer passages of conversational text; provides greater exposure to the notion of sentence structure and grammatical explanations;
- has activities which are function (not vocabulary) driven;
- has units which portray a story:
 - Six young travellers, Chen Ping from China, Felix from Germany, Sakura from Japan, Juliette from France, Jono from Indonesia and Chiara from Italy arrive in the market place as guests.
 - The travellers are hosted by the market place people (Mr Lee, Mimi and Max, Nestor, Ali, Carmen and Tina). Their mascot, Mossie, is full of mischief.



The Language Market – Stage B

- During their adventure, they talk about their interests, ie sport and music, visit a haunted house, furnish and renovate it and then discuss their travels around Australia. They also plan world travel, camping and picnic trips, discussing modes of transport, weather, packing and shopping requirements.
- The story concludes with the friends being invited to and attending a farewell party before leaving.

How can the program be used in the classroom?

The program is self-paced so can be used in many applications such as ...

- a self-contained program in a distant mode learning situation;
- individualised learning;
- small groups in multi-level classes;
- classes with multiple entry, especially in year 8;
- reinforcement for all learners in the classroom and at home;
- a motivation booster for highly computer literate learners;
- a motivation booster for students who are slower on computers.

What does the program provide?

The program ...

- caters for the skills of reading, writing and listening;
- exposes the user to Italian native speakers;
- fosters and improves listening comprehension of spoken Italian at natural speed;
- fosters and improves reading comprehension of Italian texts, including letters and postcards;
- encourages the user to spell Italian words correctly;
- encourages the user to self-direct his/her learning;
- encourages uninhibited language learning;
- provides opportunities for problem solving and intelligent



The Language Market – Stage B

guessing;

- uses a scoring system for each activity to motivate learning and improvement;
- incorporates general knowledge;
- introduces culturally specific information through postcards, language activities and activity tips;
- motivates the user to communicate;
- provides practice for the user, to learn from his/her mistakes;
- has four revision units (Units 4, 8, 13 and 16);
- introduces all functions and vocabulary in a meaningful context through the activities;
- revises and consolidates all functions encountered in each unit, with a focus activity (Mischievous Mossie) which provides:
 - a list of functions from the unit with examples;
 - a cartoon synthesising activity using the functions of the unit in a different context;
- revises and consolidates all vocabulary encountered in each unit, with end of unit exercises which provide:
 - a vocabulary list that is accessible and may be printed;
 - language games to reinforce and consolidate the learning of new vocabulary;
- provides a focus on form, which is introduced through two sequenced intermissions in each unit. These intermissions ...
 - create awareness of some of the grammatical features of Italian, including gender, definite and indefinite articles, conjugation of regular and irregular verbs in the present tense, agreement of adjectives, prepositions, interrogatives etc;
 - provide short concise relevant grammar explanations in English with examples in Italian;
 - contain exercises to reinforce grammatical points; and
 - contain exercises in aural discrimination of Italian sounds.



Installation instructions

Congratulations on choosing The Language Market multimedia program. To start learning your language, we recommend that you follow these steps:

Minimum system requirements for Windows

Windows 95, 98, Me, 2000, NT4 SP3 and later

Pentium 100, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display, Soundblaster or compatible sound card.

Windows installation

1. After starting Windows, place CD into CD-ROM drive.
2. Click "Start".
3. Click "Run".
4. Type D:\README.TXT (where D: is the drive letter of your CD-ROM drive).
5. Click "OK".

Minimum system requirements for Apple Macintosh

(German, French, Italian, Indonesian only)

Apple Macintosh System 8.1 and later

PowerMac, 32 MB RAM, 20 MB free hard disk space, CD-ROM, 16 bit colour display.

Apple Macintosh installation

1. After starting MacOS, place CD into CD-ROM drive.
2. Wait for the CD icon to appear on the desktop.
3. Double click the CD icon.
4. Double click the file called "README".

The "README" file will outline the procedures in the installation process.

Once the installation program has started, instructions will appear on your computer screen to guide you through the remainder of the installation.

For technical support, please contact Eduss Asia Pacific Ltd. on 1800 344 633 (AU ONLY) OR +61 7 5597 4600(International).





Starting up

The Language Market is a sequenced program. Each time you access an activity your score will be progressively recorded in your own score file. This file also keeps track of where you are up to, so you don't have to start at the beginning each time you use The Language Market program.

Step 1: Start The Language Market.

- If you are not running The Language Market from a network, the CD-ROM must be in the drive.

Step 2: Answer the question "Do you have a saved score file?"

When using Stage B for the first time, click on this icon.



Step 3: Type your name in the box and press Enter.

Step 4: Choose where you would like to save the file.

- If you always use the same computer, a good place would be the desktop.
- If you change computers a lot, you may wish to save it to a floppy disk.
- If you have networked computers, set up a "Score" folder on the networked drive and save it into the folder.
- If you are unable to change folders, it may be that your system administrator has configured your access privileges via The Language Market preferences file.
- Your name is used to name your file, it is best not to change this convention.

Step 5: Save the file by clicking "OK".

Step 6: Select the first activity from the main menu.



Starting up

OR when you already have a score file, click on this icon.



Step 3: Click on your file from the box.

- If your file is greyed out or does not appear in the box, it has been deleted or moved. You will need to search for the file.

Step 4: Select an activity from the main menu.

Note:

You will need a new file for each language you are learning. You will also need a new file in addition to The Language Market Stage A file you may have saved previously.



Main menu

The main menu is depicted by a market place with 16 characters. Each character represents one learning unit, which consists of up to 15 activities. The characters each hold an item as a guide to what is taught in that unit. The characters reading books represent revision units.

As you progress through the units, you will notice these characters changing. All units, except the current unit, will have a character seated on the grass. As each unit begins, the character will stand up. The unit you are currently working on will be depicted by the standing character who is waving to you.

Click on the waving character to access the activities. The pond is now filled with numbered lily pads, each one containing an activity. Click on the red lily pad for the current activity.



Note:

For ease of use, on the first entry into the main menu, the character for Unit 1 will automatically display the activities without waiting to be clicked on.

The Language Market is a sequenced program, therefore the next activity will only be accessible when you have achieved a satisfactory level of proficiency in the previous activity. You can, of course, select any of the completed activities in any unit.

Green lily pads are inaccessible until the previous activities have been passed. Passed activities are shown as blue lily pads.

Meet the friends



A group of six travellers arrive at the market place to stay with friends and to have an adventure. They are welcomed by Olga and the market place's mischievous mascot, Mossie. Follow these engaging characters as they learn, explore and solve puzzles throughout the units.



The dossiers below show a glimpse of the information to be learned by students as they progress through The Language Market Stage B.



Fact file on Felix

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Mr Lee

German

15

February

dog

tennis

trumpet



Fact file on Juliette

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Tina

French

14

January

cat

cycling

clarinet



Fact file on Chiara

Visiting

Nationality

Age

Birth month

Favourite animal

Favourite sport

Favourite musical instrument

Carmen

Italian

15

April

koala

swimming

guitar



Meet the friends



Fact file on Jono
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Ali
Indonesian
13
March
horse
basketball
flute



Fact file on Chen Ping
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Nestor
Chinese
14
May
panda
soccer
violin



Fact file on Sakura
Visiting
Nationality
Age
Birth month
Favourite animal
Favourite sport
Favourite musical instrument

Mimi and Max
Japanese
16
December
frog
judo
drums



Navigation guide

Exit The Language Market		Repeat Last Audio	
Scoreboard		Turn off Repeating Audio	
Tips and Hints		Translation of Last Audio	
Close Tips and Hints Window		Close Translation Window	
Navigation Guide		Vocabulary List for Unit	
Credits		Close Vocabulary List Window	
Close Credits Window		Start or Continue Activity	
Print		Return to Previous Screen	
Return to Main Menu		Proceed to Next Activity	
Return to Previous Menu		Repeat Current Activity	



Conventions

Mouse

All activities use a mouse. Only the left button of the mouse is needed. Only single clicks are needed inside The Language Market.

Mouse cursor

When the mouse cursor turns into a pointing finger, this indicates that the item may be clicked.

Dragging items

To drag items, click once and release the mouse button over the item. Move the mouse to where you wish to drop the item. Click and release the mouse again to drop the item. Ensure the mouse pointer is directly over the object you wish to drop item onto.

Entering text within an activity

The Language Market has a special keyboard that will appear on the screen when you are required to enter information when completing an activity. Click on the buttons with your mouse to type the information required.

Translations

If you use the magnifying glass to translate what was said, you will lose points from your score. The exception to this rule is for the initial instructions of how to complete an activity. Translations for instructions are free. Try using the megaphone instead of the magnifying glass when you need help. This will repeat the audio for you without losing any points.

Extra information

Some activities have extra information. When you see the mortar board appear in an activity, click on it for hints and tips.

Volume

There is a volume control slider at the bottom right corner of every screen. Slide button to the right to increase the volume. Slide to the left to decrease the volume.



Bonus activity types

In every unit, you will find sequenced bonus activities.

Intermissions

Intermission activities consist of three separate exercises which must be completed in order. The exercises are represented by three tents in a camp site. The flashing tent is the activity to be completed next. The other tents will appear grey until they are accessible.

Intermissions contain grammatical features, reinforcements and grammar explanations of the language.

End of unit exercises

At the end of every unit is an activity entitled End of Unit Exercises. It contains a list of vocabulary items for that unit and a series of three sequenced exercises to utilise the vocabulary. Objects in the river scene that appear grey are not accessible until the previous exercise has been completed to a satisfactory level.

Mischievous Mossie

Following the End of Unit Exercises is a list of functions for that unit and a cartoon style activity using the functions of the unit in a different context.

Certificate

The last activity of every unit is a personalised certificate that can be printed.



Scoring system

Activity scoring

As each individual activity is begun, the score panel at the bottom right of the navigation panel shows the score as 0.

As you progress through the activity your score is adjusted. Points are gained for correct answers, and deducted for incorrect answers. Points are also deducted for each use of the translation button (excluding instruction translations, which are free).

At the end of the activity, a score box will display above the navigation panel with your final score converted to a percentage. The percentage is calculated from your final score multiplied by 100, then divided by the perfect score possible for that activity.

If you obtain a perfect score, you will be awarded two stars and a bonus of 50 on top of your 100.

If you pass the activity, but don't quite get a perfect score, you will be awarded only one star.

Whether you obtain one star or two, you will be given the opportunity to continue on to the next activity via the forward pointing finger button. Alternatively, you may return to the main menu and the next lily pad will be red.

If you have not achieved a high enough proficiency to pass the activity, you will not receive any stars. You will not be given the forward pointing finger to continue and you will not be able to progress to the next lily pad from the main menu.

To better your score, try the activity again.



Scoring system

Breakdown of all scores

To view a breakdown of all your scores, go to the main menu and click the score button (the star).

Your name and overall points for all units are shown at the top of the page. Click each unit number along the top to view scores for all units attempted.

Each unit shows:

Activity Number – made up of the unit and the lily pad number

Times Played – the total number of times this activity has been attempted

Times Passed – the total number of times a proficient level has been gained for this activity

Total Times – the total time you have spent completing this activity for all times attempted

Best Times – the fastest time you have taken to complete this activity

Best Points – the highest points you have achieved attempting this activity

Total – a total of all the best points for each activity within the unit

Activities such as intermissions and end of unit exercises are shown in multiple parts.

Each unit may be printed to keep a paper record of these details.

Alternatively, at the end of every unit there is a personalised certificate to print which shows that you have successfully completed the unit with your score for that unit.

Unit 1

Unit Welcome to the market place
Topics Animals, Colours, Countries, Greetings,
Numbers 1 – 100, Personal identification

Field/Theme Personal and community life, The international world

Activities and objectives



1 Where are the market people?

Objective: to revise greetings;

to introduce the names of countries;

to revise how to ask where people are, using tu, voi and Lei;

to teach how to say what country you and other people are in.

2 The market people are great globe trotters

Objective: to reinforce the names of countries;

to reinforce how to say what country someone is in.

3 Intermission

Objective: to create awareness that the use of subject pronouns is unnecessary;

to review subject pronouns;

to create awareness of how to conjugate verbs in the present tense;

to review the conjugation of the irregular verb essere in the present tense;

to review how to say in Cina, negli Stati Uniti etc.

4 At the airport: identifying luggage

Objective: to revise colours, the numbers 1 – 10 and the interrogative quanti;

to consolidate the use of the subject pronouns tu, voi, Lei and noi;

to revise how to introduce friends, using ecco.

5 A faulty departure board

Objective: to revise numbers greater than 10;

to consolidate the names of countries.

6 The visitors collect their passports

Objective: to introduce nationalities;

to teach how to say what nationality you are.



- 7 At the lost property office: where is Felix's suitcase?
Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6.
- 8 Intermission
Objective: to revise agreement of adjectives;
to reinforce that the use of subject pronouns is unnecessary;
to review subject pronouns;
to discriminate aurally between the Italian sounds /tʃi/ and /ki/.
- 9 The visitors choose their favourite animal
Objective: to revise the names of animals;
to revise how to ask and say what your favourite pet is.
- 10 The visitors become better acquainted
Objective: to revise the names of months;
to consolidate how to ask and say personal details including nationality and age.
- 11 A postcard from Eva in Italy
Objective: to listen to, read and understand information on a postcard;
to present cultural information about Italy;
to revise vocabulary for colours and clothing.
- 12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



Vocabulary

l'amico (gli amici)	friend-s
l'animale (m)	animal/pet
il bagaglio (i bagagli)	luggage
la borsa (le borse)	bag-s
il cane	dog
il cavallo	horse
la Cina	China
cinese/e (m/f)	Chinese
dove	where
francese/e (m/f)	French
la Francia	France
il gatto	cat
la Germania	Germany
il Giappone	Japan
giapponese/e (m/f)	Japanese
l'Indonesia	Indonesia
indonesiano/a (m/f)	Indonesian
l'Italia	Italy
italiano/a (m/f)	Italian
la nazionalità (-à)	nationality -ties
il Paese	country
il panda	panda
il passaporto	passport
preferito	favourite
la rana	frog
tedesco/a (m/f)	German
la valigia (le valigie/le valige)	suitcase-s



Focus on functions

How to ask a person where he/she is:	Dove sei? Dove siete? Dov'è?
How to say in which country you are:	Sono in Cina. Siamo in Cina.
How to say in which country someone is:	È in Italia. Sono in Italia.
How to introduce friends:	Ecco il mio amico Jono. Ecco la mia amica Chiara. Ecco la nostra amica Sakura.
How to ask a person which nationality he/she is:	Di che nazionalità sei?
How to say which nationality you are:	Sono cinese. Sono tedesco. Sono tedesca.
How to ask a person what his/her favourite animal is:	Qual è il tuo animale preferito?
How to say what your favourite animal is:	Il mio animale preferito è il panda. Il mio animale preferito è la rana.

Form

- Agreement of adjectives including nationalities
- Conjugation of the irregular verb *essere* in the present tense
- Expressions *essere in Cina, negli Stati Uniti; ecco il mio amico* etc
- Interrogative *dove*; interrogative expressions *dov'è? di che nazionalità ...?, qual è?*
- Possessive adjectives *il mio, la mia, il nostro* etc
- Pronunciation of the Italian sounds /tʃi/ and /ki/
- Subject pronouns

Unit 2

Unit Topics The friends are sports fans
Sports and other leisure activities, Days of the week

Field/Theme Leisure and recreation



Activities and objectives

- 1 What sports do the friends play?
Objective: to revise vocabulary for sports and hobbies;
to teach how to ask and say what you do in your spare time.
- 2 The mascot plays a trick
Objective: to reinforce and enhance sports vocabulary;
to teach how to say you do not like playing a particular sport;
to revise how to say you play/do not play a particular sport.
- 3 Intermission
Objective: to teach the conjugation of the regular -are verb parlare in the present tense;
to teach the conjugation of the irregular verb andare in the present tense;
to discriminate aurally between the Italian sounds /dʒ/ and /g/.
- 4 How often do the friends play sport?
Objective: to introduce time phrases spesso, talvolta, ogni giorno, il lunedì etc;
to teach how to ask and say how often you play a particular sport.
- 5 Help Olga prepare a frequency graph
Objective: to reinforce time phrases;
to revise vocabulary for the days of the week and sports;
to teach how to say what activity you do on a particular day.
- 6 What do the market people like doing?
Objective: to introduce and revise vocabulary for other leisure activities;
to teach how to ask if someone has a hobby;
to teach how to say you like doing a particular activity;
to teach how to ask others what they like doing.



- 7 Let's clean up the place
Objective: to reinforce and consolidate the vocabulary and functions of Activities 1 – 6;
to teach how to ask someone if he/she does a particular activity or sport.
- 8 Intermission
Objective: to create awareness of the flexibility of sentence word order with time phrases;
to teach the expressions *mi piace* and *mi piacciono*;
to reinforce subject/verb agreement.
- 9 Agus sends a postcard from Indonesia
Objective: to listen to, read and understand information on a postcard;
to present cultural information about Indonesia;
to revise nationalities, sports, names of cars and the days of the week;
to reinforce and consolidate the functions of the unit.
- 10 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 11 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 12 Certificate



Vocabulary

andare in bicicletta	to ride a bicycle
il campo di pallacanestro	basketball court
il campo di tennis	tennis court
collezionare francobolli	to collect stamps
con	with
destra	right
giocare al computer	to play computer games
guardare la TV	to watch television
l'hobby (m), (gli hobby)	hobby -bies
leggere	to read
non far niente	to do nothing
nuotare	to swim
ogni giorno	every day
la piscina	swimming pool
la pista ciclabile	bike track
practicare il judo	to practise judo
la sala di judo	judo room
sinistra	left
spesso	often
talvolta	sometimes
il tempo libero	spare time
una volta alla settimana	once a week
quattro volte alla settimana	four times a week

Focus on functions

How to ask a person what he/
she does in his/her spare time:

How to say what you do in
your spare time:

Cosa fai quando hai del tempo libero?

Ascolto musica.

Pratico il judo.

Gioco a tennis.



Focus on functions (cont)

How to ask a person if he/she does an activity or plays a sport:	Ascolti musica? Pratichi il judo? Giochi a tennis?
How to say what activities you do:	Ascolto musica. Pratico il judo. Gioco a tennis.
How to ask a person if he/she does something often:	Giochi spesso a tennis? Ascolti spesso musica? Pratichi spesso il judo?
How to say how often you do an activity:	Gioco spesso a tennis. Ascolto musica ogni giorno. Talvolta faccio un giro in bicicletta. Pratico il judo due volte alla settimana.
How to ask a person what he/she likes doing:	Cosa ti piace fare? Cosa le piace fare?
How to say you like doing something:	Mi piace giocare a tennis. Ci piace collezionare francobolli.
How to say you don't like doing something:	Non mi piace giocare a calcio Non mi piace ascoltare musica. Non ci piace praticare il judo.
How to say what activity you do regularly on a particular day of the week:	Il lunedì gioco a tennis. Il sabato e la domenica nuoto. Il martedì gioco a pallacanestro.

Form

- Conjugation of regular -are verbs ascoltare, praticare, giocare and the irregular verb andare in the present tense
- Interrogative cosa
- Position of non in a sentence
- Pronunciation of the Italian sounds /dʒ/ and /g/
- Time phrases spesso, talvolta, ogni giorno, il lunedì etc
- Verbs: fare in the present tense faccio, fai; giocare a with sports; verb pattern mi/ci/le piace with and without the infinitive
- Word order

Field/Theme Leisure and recreation

Activities and objectives



1 All the friends are musicians

Objective: to introduce the names of musical instruments;
to teach how to ask if you play a musical instrument;
to teach how to ask and say what musical instrument
you play.

2 Which instrument is this?

Objective: to reinforce the names of musical instruments;
to consolidate the use of the indefinite article;
to teach how to ask about and identify different
musical instruments.

3 Intermission

Objective: to reinforce the conjugation of the regular verb suonare in
the present tense;
to review the definite article;
to discriminate aurally between the Italian sounds
/s/ and /z/.

4 Can the market people join the band?

Objective: to reinforce and synthesise vocabulary and functions from
previous activities;
to teach how to ask someone if he/she is good
at something;
to teach how to say how well you and others play a
musical instrument;
to teach how to say you and others play or do not play a
musical instrument.

5 Choose the instruments for the band

Objective: to revise the expressions mi piace and non mi piace;
to synthesise vocabulary for musical instruments;
to revise the indefinite article.

6 The mascot ruins the poster

Objective: to read and understand the components of a poster,
by reconstructing its text.

- 7 Intermission
Objective: to revise sentence word order;
to create awareness of the notion of gender;
to revise the gender of nouns encountered in the unit;
to review the indefinite article.
- 8 It's concert time!
Objective: to synthesise the vocabulary of Activities 1 – 6;
to reinforce the use of lui/lei suona (bene).
- 9 Four musicians introduce themselves
Objective: to synthesise vocabulary and language forms of the unit;
to listen to and understand information in an
extended passage.
- 10 A letter from Itsuko
Objective: to listen to, read and understand information in a letter;
to present cultural information about Japan;
to consolidate musical instrument vocabulary;
to reinforce and consolidate the functions of the unit.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

l'armonica a bocca	mouth organ
la batteria	drums
c'è ...?/ci sono ...?	is there ...?/are there ...?
chi	who
la chitarra	guitar
il clarinetto	clarinet
il concerto	concert
dove	where
il flauto	flute
il gruppo	band
la musica classica	classical music
la musica pop	pop music
il pianoforte	piano
quando	when
il sassofono	saxophone
lo strumento musicale	musical instrument
suonare, praticare	to play, practise
la tromba	trumpet
il violino	violin
il violoncello	cello

Focus on functions

How to ask a person if he/she plays a musical instrument:

Suoni uno strumento musicale?

How to ask a person which musical instrument he/she plays:

Che strumento suoni?

How to say which musical instrument you play:

Suono il violino.

How to say that you do not play a musical instrument:

Non so suonare il pianoforte.



Focus on functions (cont)

How to say which musical instrument he/she plays:

How to ask which instrument it is:

How to say what the instrument is:

How to ask a person if he/she is good at something:

How to say you do something well:

How to say he/she is good at something:

How to say you are not good at something:

How to say he/she is not good at something:

Lui suona il pianoforte.

Lei suona l'armonica.

Che strumento è questo?

È un violino.

È un pianoforte.

È una tromba.

Suoni bene il pianoforte?

Giochi bene a pallacanestro?

Nuoti bene?

Giochi bene a tennis?

Suono bene il pianoforte.

Gioco bene a pallacanestro.

Nuota bene.

Gioca bene a tennis.

Non suono bene il pianoforte.

Non gioco bene a pallacanestro.

Non nuota bene.

Non gioca bene a tennis.

Form

- Conjugation of the regular verb suonare in the present tense
- Definite and indefinite articles il, la, lo, un, una, uno, un'
- Expressions non so suonare; mi piace etc
- Gender of nouns
- Interrogative che
- Negatives
- Present tense of suonare, giocare (bene)
- Pronunciation of the Italian sounds /s/ and /z/

Unit 4

Unit Games galore!
Topics Revision of topics in Units 1 – 3, Directions,
Months and days of the week

Field/Theme Personal and community life, The international world,
Leisure and recreation

Activities and objectives

1 Flag and country riddles

Objective: to revise colours and names of countries;
to revise agreement of adjectives;
to present cultural and geographical information about
six countries.

2 Matching up the messages

Objective: to revise vocabulary for sports and other leisure activities;
to introduce the expressions *a Maria piace, gli/le
piace* etc;
to revise how to say what leisure activities people do
and like doing.

3 Musical chairs

Objective: to revise the names of musical instruments.

4 Intermission

Objective: to create awareness that there are three types of
regular verbs;
to review the third personal plural of regular -are verbs;
to review the expressions *a Maria piace, gli/le piace* etc
with the infinitive;
to review the gender of nouns encountered in the unit.

5 The relay race of opposites

Objective: to reinforce how to say what sports and hobbies you like
and do not like;
to reinforce how to say how well you do something.

6 Who has which hobbies?

Objective: to synthesise vocabulary for sports and hobbies;
to retrieve information by solving a puzzle.

7 The artist's palette

Objective: to revise colours.



8 Intermission

Objective: to review the expressions *a Maria piace, gli/le piace* etc with the infinitive;
to discriminate aurally between the Italian sounds /e/ and /i/;
to teach the conjugation of the irregular verb *avere* in the present tense.

9 Mystery trips on the underground: find your destination

Objective: to revise and enhance colours;
to revise directions.

10 Participate in the market people's obstacle race

Objective: to synthesise the topics: numbers, leisure activities, months, days of the week, colours, countries and capitals.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

la bandiera (-e)	flag-s
Berlino	Berlin
il campo di pallavolo	volleyball court
il cerchio (i cerchi)	circle-s
cinese	Chinese
il club di judo	judo club
francese	French
il francobollo (-i)	stamp-s
giapponese	Japanese
indonesiano	Indonesian
italiano	Italian
Jakarta	Jakarta
Parigi	Paris
Pechino	Beijing
la pista di jogging	jogging circuit
la pista di pattinaggio a rotelle	rollerskating rink
Roma	Rome
lo sport (gli sport)	sport-s
lo stadio di atletica leggera	track and field stadium
lo stadio di calcio	soccer stadium
lo stadio di pallacanestro	basketball stadium
la stazione della metropolitana	underground station
tedesco	German
Tokyo	Tokyo
il velodromo	velodrome
i videogiochi	computer games



Form

- Agreement of adjectives
- Conjugation of the irregular verb avere in the present tense
- Gender of countries
- Pronunciation of the Italian sounds /e/ and /i/
- Verb pattern mi/ti/gli/le piace, a Maria piace with the infinitive

Unit 5

Unit An eerie feeling
Topics Housing, Rooms in a house

Field/Theme Personal and community life, The imaginative world



Activities and objectives

1 What's behind the door?

Objective: to introduce vocabulary for the rooms and various parts of a house;
to introduce the prepositions in, dietro, sotto, a;
to teach how to ask and say where people are.

2 Juliette's dream house

Objective: to reinforce vocabulary for the rooms of a house;
to revise how to ask and say what something is.

3 In which room is the mascot?

Objective: to consolidate vocabulary for the rooms of a house;
to reinforce the prepositions in and a and their contractions with the definite article;
to teach how to say which floor something is on.

4 Intermission

Objective: to discriminate aurally between the Italian sounds /i/ and /u/;
to review the gender of nouns encountered in the unit;
to reinforce prepositions.

5 The Ghost's dream house

Objective: to introduce vocabulary for different types of housing;
to introduce *ti/mi piacerebbe* with the infinitive;
to teach how to ask and say what type of house you live in;
to teach how to ask and say what type of house you would like/would not like to live in.

6 The friends make plans to occupy the house

Objective: to reinforce and extend vocabulary for different floors of a house;
to reinforce how to say what floor you would like to live on.



7 Intermission

Objective: to review the preposition *a* and its contractions with the definite article;
to review *mi piacerebbe* and *non mi piacerebbe*;
to teach the conjugation of regular *-ere* verbs (*vivere*) in the present tense.

8 The friends describe their homes

Objective: to reinforce vocabulary for different types of housing;
to consolidate agreement of adjectives;
to reinforce the use of verbs in the first person plural;
to reinforce how to say what type of house you live in;
to teach how to describe your house and give details about its rooms;
to teach how to say what city you live in.

9 A postcard from Neuschwanstein

Objective: to listen to, read and understand information on a postcard;
to present cultural information about Germany;
to reinforce and consolidate the vocabulary and functions of the unit.

10 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

11 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

12 Certificate



Vocabulary

abitare/vivere	to live
l'appartamento	apartment
l'attico	attic
il bagno	bathroom
la camera da letto	bedroom
comodo	comfortable
il condominio	block of flats
la cucina	kitchen
la finestra	window
forse	perhaps
il gabinetto	toilet
il garage	garage
il giardino	garden
il grattacielo	high rise
misterioso	eerie
moderno	modern
il piano	storey
il pianterreno	ground floor
la porta	door
il primo piano	first floor
la sala da pranzo	dining room
il seminterrato	basement
il soggiorno	living room
la stanza	room
la stanza degli ospiti	guest room
la stanza dei giochi	rumpus room
vecchio	old
la villa	house

Focus on functions

How to ask what something is:	Cos'è?
How to say what something is:	È una vecchia casa. È la cucina.
How to say in which city you live:	Abito a Canberra. Abito a Shanghai. Abitiamo a Parigi.
How to say in which type of housing you live:	Vivo in una casa. Vivo in un appartamento. Viviamo in un condominio.
How to say on which floor you live:	Abito al pianterreno. Abitiamo al terzo piano.
How to describe your house/apartment:	La casa è moderna. L'appartamento è grande.
How to give details about the rooms in your house:	Abbiamo due camere. C'è una sala da pranzo.
How to ask a person in which type of place he/she would like to live:	Ti piacerebbe vivere in un appartamento? Ti piacerebbe vivere in un grattacielo?
How to say you would like to live in a certain place:	Mi piacerebbe vivere in una villa.
How to say you would not like to live in a certain place:	Non mi piacerebbe abitare a Los Angeles.

Form

- Agreement of adjectives
- Conjugation of regular -ere verbs (vivere) in the present tense
- Expressions abitare a Parigi, al secondo piano; vivere in una casa etc
- Infinitive with mi/ti piacerebbe
- Interrogatives dove, cosa
- Negatives
- Prepositions a, dietro, in, sotto; contractions of a and in with the definite article; location phrases in cucina, nella stanza etc
- Pronunciation of the Italian sounds /i/ and /u/
- Verbs: abitare and vivere in the present tense; verb pattern c'è

Unit 6

Unit Topics Riches in the attic
Furniture, Rooms in a house, Countries, Family

Field/Theme Personal and community life, The built world

Activities and objectives

1 'Treasures' in the attic

Objective: to introduce vocabulary for furniture items;
to reinforce the indefinite article.

2 Are the 'treasures' in good or bad condition?

Objective: to reinforce and enhance furniture item vocabulary;
to teach how to describe the condition of something.

3 Intermission

Objective: to create awareness of how the definite article agrees in gender and number with the noun it accompanies;
to review the gender of nouns encountered in the unit;
to create awareness of the agreement between the demonstrative adjective *questo* and the noun it accompanies;
to discriminate aurally between the Italian sounds /u/ and /o/.

4 Mimi's permission

Objective: to introduce and revise the names of countries;
to revise the names of family members;
to teach how to say what country people live in.

5 The cleaning team at work

Objective: to reinforce and enhance furniture item vocabulary;
to teach how to tell someone to clean something.

6 The friends furnish the old house

Objective: to reinforce and enhance furniture item vocabulary;
to reinforce how to say where you would like something.

7 Intermission

Objective: to teach the conjugation of the regular -ire verb *pulire* in the present tense;
to review the preposition *in* and its contractions with the definite article;
to review how to say *in Italia, negli Stati Uniti* etc.



- 8 The house ghost seeks the mascot
Objective: to introduce other prepositions davanti a, sopra, su, accanto a, tra, sotto;
to teach how to ask and say where something is.
- 9 The letter needs fixing
Objective: to reinforce prepositions;
to consolidate and extend furniture vocabulary;
to teach how to say what is in a particular room of the house.
- 10 Postcards all sliced up: reconstruct the messages!
Objective: to read and understand postcard messages, by reconstructing the text;
to synthesise the vocabulary and functions of the unit.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

accanto a	beside
arredare	to furnish
l'Australia	Australia
il Brasile	Brazil
in buono stato	in good condition
in cattivo stato	in bad condition
la credenza	cupboard
davanti a	in front of
dietro	behind
il divano	sofa
il fantasma (-i)	ghost-s
il giardino	garden
in	in
la lampada	lamp
il letto	bed
i mobili	furniture
la Nuova Zelanda	New Zealand
la poltrona (-e)	armchair-s
pulire	to clean
pulito	clean
la sedia	chair
sotto	under
gli Stati Uniti	United States of America (USA)
su	on
il tappeto	rug
il tavolo	table
il televisore	television set
tra	between
la vasca (-che) da bagno	bathtub-s



Focus on functions

How to say in which country you live:	Abito in Australia.
How to say in which country he/she lives/they live:	Abita in Cina. Abita in Giappone. Abitano in Nuova Zelanda.
How to say what is in a particular room of the house:	In cucina ci sono un tavolo e una credenza. In soggiorno ci sono un tappeto e due poltrone.
How to ask where something is:	Dov'è il libro? Dov'è la lampada?
How to say where something is:	Sotto il tavolo.
How to describe the condition of something:	La sedia è in buono stato. La poltrona è in cattivo stato.

Form

- Agreement of the definite article in gender and number with the noun
- Agreement of the demonstrative adjective *questo* with the noun
- Conjugation of regular -ire verbs (*pulire*) in the present tense
- Expressions in *buon/cattivo stato*; *abitare in Italia* etc
- Formation of plurals
- Interrogatives *dove, cosa c'è ...?*
- Prepositions *davanti a, su, in, sopra, dietro, accanto a, sotto, tra* and contractions with the definite article
- Pronunciation of the Italian sounds /u/ and /o/
- Verbs: *abitare* in the present tense; verb pattern *c'è, ci sono*

Unit 7

Unit A trip for a treat
Topics Travel, Clothing, Countries, Numbers 100 – 10000

Field/Theme The natural world, The built world

Activities and objectives

1 Choosing dream destinations

Objective: to introduce and revise the names of countries;
to provide general knowledge about some countries;
to teach how to ask and say where you would like to go;
to teach how to say what you would like to do and see.

2 Voting on a destination

Objective: to revise the names of countries;
to reinforce how to say where you would like to go;
to teach how to say where you want to go.

3 Intermission

Objective: to discriminate aurally between the Italian sounds /ts/ and /z/;
to teach the 1st, 2nd and 3rd person singular of *volere* in the conditional tense;
to create awareness of the modal verbs *volere*, *dovere* and *potere*;
to conjugate the modal verb *volere* in the present tense.

4 Places to visit in Australia

Objective: to present information about famous Australian landmarks;
to introduce adjectives to describe the landmarks;
to teach how to describe various locations and landmarks in Australia.

5 What clothes to pack for Australia?

Objective: to revise clothing item vocabulary;
to revise the expression *avere bisogno di* with the indefinite article and plural nouns;
to teach how to tell people what they need/do not need for a trip.



6 Intermission

Objective: to reinforce how the definite article agrees in gender and number with the noun it accompanies;
to review the gender of nouns encountered in the unit;
to review avere bisogno di with the indefinite article and plural nouns;
to review contractions of in and di in nel nord dell'Australia, del Territorio etc.

7 As the crow flies

Objective: to introduce numbers 100 – 10000;
to present general information about distances in Australia.

8 Who can guess the distance?

Objective: to reinforce and extend the use of large numbers;
to teach how to give an estimated distance.

9 How to travel around Australia

Objective: to introduce vocabulary for different means of transport;
to teach how to ask and say how you can go somewhere.

10 Souvenirs for the market people

Objective: to consolidate the vocabulary of the unit.

11 Bobi's tour de France

Objective: to listen to, read and understand information on a postcard;
to present cultural information about France;
to reinforce and consolidate the vocabulary and functions of the unit.

12 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

13 Mischievous Mossie

Objective: to consolidate and synthesise the functions of the unit.

14 Certificate



Vocabulary

l'aereo	plane
andare	to go
l'autobus (m)	bus
avere bisogno di, occorrere	to need
la distanza	distance
l'Egitto	Egypt
famoso	famous
il francobollo	stamp
guardare	to look at
immenso	huge
l'India	India
interessante	interesting
la macchina	car
i mezzi di trasporto	means of transport
misterioso	mysterious
la nave	boat
l'Olanda, i Paesi Bassi	the Netherlands
perché	why
pericoloso	dangerous
il pullman	coach
il regalo	gift, present
il souvenir	souvenir
spettacolare	spectacular
la Svizzera	Switzerland
il treno	train
vedere, visitare	to see
visitare	to visit



Focus on functions

How to ask a person where he/she would like to go:
How to say you would like to do something:

Dove vorresti andare?
Dove ti piacerebbe andare?
Vorrei andare in Svizzera?
Mi piacerebbe andare in Svizzera.
Vorrei vedere il Taj Mahal.
Mi piacerebbe vedere il Taj Mahal.
Vorrei vedere Disneyland.
Mi piacerebbe vedere Disneyland.

How to say the numbers between 100 and 10000:

cent(o)uno
duecento
duecentoventi
trecento
trecentoquattro
quattrocentosessanta
seicentocinquantatré
novacentonovantanove
mille
milleuno
millecento
milleduecentocinquanta
duemila
tremilaseicento
diecimila

How to ask how you go somewhere:

Come si può andare da Darwin a Alice Springs?
Come si può andare a Hobart?

How to say how you go somewhere:

in nave
in treno
in pullman
in macchina
in aereo

How to tell someone what he/she needs to take on a trip:

Hai bisogno di un paio di jeans e di una maglietta.
Avete bisogno di calze, di guanti e di un berretto di lana.



Form

- Conjugation of the modal verb *volere* in the present tense
- Conditional tense of *volere* (1st, 2nd, 3rd person singular)
- Expressions: *avere bisogno di* with the indefinite article and plural nouns; *andare da Roma a Pisa* etc
- Interrogatives *come*, *dove*
- Pronunciation of the Italian sounds /ts/ and /z/
- Transport phrases *in treno*, *in nave* etc
- Use of the infinitives *andare* and *vedere* with *mi piacerebbe* and *vorrei/vorresti*
- Verb pattern *si può*

Unit 8

Unit Topics	Games galore! Revision of topics in Units 1 – 7, Dates, Numbers 1000 +
Field/Theme	Personal and community life, Leisure and recreation, The natural world, The built world, The international world, The imaginative world

Activities and objectives

- 1 The geography board game**
Objective: to revise the names of countries;
to present cultural information about 12 countries;
to revise how to say what country you are in and what the capital is.
- 2 Who lives in which house?**
Objective: to consolidate prepositions;
to extend listening and reading comprehension;
to revise how to say ages and what country a person comes from.
- 3 Find the mascot**
Objective: to revise furniture item vocabulary;
to consolidate prepositions;
to consolidate how to say the location of something.
- 4 Intermission**
Objective: to teach the preposition di and its contractions with the definite article;
to teach the preposition su and its contractions with the definite article;
to teach the preposition da and its contractions with the definite article.
- 5 Travel dreams**
Objective: to reinforce vocabulary for means of transport;
to consolidate how to ask and say how you can go somewhere.
- 6 A rainy day: let's paint!**
Objective: to revise vocabulary for clothes, animals, colours and musical instruments;
to revise how to say what you would like to do.
- 7 Detective work: what Kevin did**
Objective: to revise vocabulary for clothes, means of transport and dates;
to create awareness of how to talk about past events.



8 Intermission

Objective: to teach the conjugation of the irregular verb venire in the present tense;
to create awareness of how the perfect tense with avere is formed;
to discriminate aurally between the Italian sounds /tʃa/ and /tʃi/.

9 Bingo time!

Objective: to revise numbers 1000 +;
to listen to and understand large numbers.

10 Around the world in 80 seconds

Objective: to revise means of transport, countries and clothing items.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

la capitale	capital city
dipingere	to paint
la fotografia/la foto	photograph
in macchina	by car
il mondo	world
niente	nothing
la persona	person
prendere il pullman	to take the coach
prendere il treno	to take the train
prendere l'aereo	to take the plane
prendere la nave	to take the boat
sopra	on top of
venire da	to come from

Form

- Conjugation of the irregular verb venire in the present tense
- Expression venire dal Giappone, dall'Australia etc
- Perfect tense
- Prepositions; contractions of in, su and da with the definite article
- Pronunciation of the Italian sounds /tʃa/ and /tʃi/



Unit 9

Unit Clockwise!
Topics Telling the time, 24 hour clock,
Directions, Places in a town

Field/Theme Leisure and recreation



Activities and objectives

1 What's on today?

Objective: to introduce vocabulary for daily activities and routines;
to teach how to ask and say what time it is (whole hours);
to teach how to ask and say when/what time something
will happen;
to teach how to tell someone to hurry up;
to teach how to say it is time to do something.

2 The grandfather clock

Objective: to reinforce how to ask and say what time it is
(whole hours).

3 Where has Sakura gone?

Objective: to reinforce whole hours;
to revise the names of places in a town and directions;
to reinforce how to say what time something will happen.

4 Intermission

Objective: to review the use of all' and alle in time phrases;
to review the interrogatives a che ora and quando;
to review time phrases a mezzogiorno, alle nove etc;
to teach the conjugation of the regular -ere verb scrivere
in the present tense.

5 What's on at the fair?

Objective: to teach how to ask and say what time it is (half hours);
to consolidate how to ask and say what time it is
(whole hours);
to consolidate how to say what time something
will happen.

6 Choosing the programme

Objective: to reinforce and consolidate whole/half hours;
to consolidate how to ask and say when something
will happen.



- 7 Felix wins a 24 hour watch
Objective: to teach how to say the time using the 24 hour clock;
to teach how to say the time of day using di mattina,
di sera etc.
- 8 Intermission
Objective: to reinforce the use of all' and alle in time phrases;
to review the gender of nouns encountered in the unit;
to discriminate aurally between the Italian sounds
/a/ and /e/.
- 9 Set the alarm
Objective: to consolidate and enhance how to ask and say the time
(whole/half hours).
- 10 Cuckoo clocks in the Black Forest
Objective: to listen to, read and understand information
on a postcard;
to revise interrogatives chi, che, per quanto tempo etc;
to present cultural information about Germany.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

l'allarme (m)	alarm
la colazione	breakfast
fare la doccia	to have a shower
mezzanotte	midnight
mezzogiorno	midday/noon
il museo	museum
l'ora	hour, time
l'orologio	clock, watch
la partita di calcio	soccer match
la partita di tennis	tennis match
il pranzo	lunch
il programma	programme
la scuola	school
il tennis da tavolo	table tennis
scrivere lettere	to write letters
volere (voglio, vuoi, vuole, ...)	to want

Focus on functions

How to ask the time:	Che ore sono? Che ora è?
How to say what time it is:	Sono le sei. Sono le nove e mezzo. Sono le undici. È mezzogiorno e mezzo.
How to say the time using the 24 hour clock:	Sono le ventitré. Sono le diciassette. Sono le tredici e trenta. Sono le ventuno e trenta.
How to say the time of day:	Sono le sei di mattina. Sono le due del pomeriggio. Sono le undici di sera.
How to ask when something will happen:	Quando apre la fiera? A che ora è il concerto? A che ora è la partita di tennis?
How to say when something will happen:	Il concerto è alle cinque e mezzo. La partita è alle sette.
How to tell someone to hurry up:	Sbrigati! Sbrigatevi!
How to say it's time to do something:	È ora di colazione. È ora di pranzo. È ora di fare la doccia. È ora di alzarsi.

Form

- Conjugation of the regular -ere verb *scrivere* in the present tense
- Expressions: *di mattina, di sera* etc when saying the time; *è ora di ...*
- Imperative mood of *sbrigar*
- Interrogatives *che, a che ora, quando, per quanto tempo* etc
- Preposition *a* and its contractions with time phrases *alle otto, a mezzogiorno* etc
- Pronunciation of the Italian sounds /a/ and /e/

Unit 10

Unit Topics Ideal weather for a snowman!
Weather, Seasons, Sport and other leisure activities, Months

Field/Theme The natural world, The international world

Activities and objectives

1 The weather report

Objective: to introduce weather vocabulary;
to teach how to describe the weather.

2 Ideal weather for kites

Objective: to reinforce weather vocabulary;
to revise vocabulary for sports and hobbies and parts of the body;
to reinforce how to describe the weather.

3 Intermission

Objective: to reinforce weather phrases;
to discriminate aurally between the Italian sounds /ɲ/ and /dʒ/;
to revise the conjugation of the irregular verb *andare* in the present tense.

4 In Australia, December is summertime

Objective: to introduce the names of the seasons;
to revise the months;
to introduce the concept of wet and dry seasons and of opposite seasons in the Northern and Southern Hemispheres;
to teach how to say what season it is.

5 Is it hot or freezing?

Objective: to teach how to ask and say what the temperature is;
to teach how to ask what the weather is like;
to teach how to ask and say whether it is hot or cold;
to teach how to say you are hot or cold.

6 My favourite season

Objective: to reinforce weather vocabulary and the names of the seasons;
to reinforce the concept of opposite seasons in the Northern and Southern Hemispheres;
to consolidate how to describe the weather;
to consolidate how to say what the temperature is.



- 7 Compare the weather
Objective: to consolidate the names of the seasons and weather vocabulary;
to introduce comparative adjectives;
to teach how to compare the weather in different places or seasons.
- 8 Intermission
Objective: to review the gender of nouns encountered in the unit;
to consolidate weather phrases;
to review comparative adjectives.
- 9 Colder weather: shorter days
Objective: to reinforce and enhance comparative adjectives;
to reinforce how to compare the weather in different places or seasons.
- 10 Pick the day for the picnic
Objective: to reinforce and consolidate the vocabulary and functions pertaining to the weather;
to revise the days of the week.
- 11 Holiday pictures from China
Objective: to read and understand photo captions;
to present cultural information about China;
to synthesise the vocabulary and functions of the unit.
- 12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



Vocabulary

l'autunno	autumn
il bollettino meteorologico	weather report
c'è nebbia	it's foggy
c'è vento	it's windy
è nuvoloso	it's cloudy
è sereno	it's fine
l'emisfero nord	Northern Hemisphere
l'emisfero sud	Southern Hemisphere
l'estate (f)	summer
fa caldo	it's hot
fa freddo	it's cold
fa molto freddo	it's freezing
fare volare un aquilone	to fly a kite
ideale	ideal
l'inverno	winter
la nebbia	fog
la neve	snow
nevicata	it's snowing
la nuvola	cloud
la pioggia	rain
piove	it's raining
la primavera	spring
il pupazzo di neve	snowman
la scampagnata	picnic
la stagione	season
la stagione delle piogge	wet season
la stagione secca	dry season
il tempo	weather
il vento	wind

How to ask what the weather

Che tempo fa?



Focus on functions

is like:

How to describe the weather:

È sereno.

Fa caldo.

Fa freddo.

How to say which season it is:

È primavera.

È estate.

È autunno.

È inverno.

How to compare the weather
in different places or seasons:

Fa più caldo a Jakarta che a Roma.

Fa più freddo a Tokyo che a Palermo.

I giorni sono più corti in inverno
che in estate.

I giorni sono più lunghi in estate
che in autunno.

How to ask whether it's hot
or cold:

Fa caldo?

Fa freddo?

How to say it's hot or cold:

Fa caldo.

Fa freddo.

How to say you are hot or cold:

Ho caldo.

Ho freddo.

How to ask what the
temperature is:

Che temperatura fa?

How to say what the
temperature is:

Ci sono 18 gradi.

Ci sono 5 gradi sotto zero.

Form

- Comparative adjectives
- Conjugation of the irregular verb *andare* in the present tense
- Expressions *avere caldo/freddo*; *d'estate*, *d'inverno* etc
- Pronunciation of the Italian sounds /ɲ/ and /dʒ/
- Questions *Che tempo/temperatura fa?*
- Verb *fare* in weather phrases

Field/Theme Personal and community life, The international world,
The imaginative world

Activities and objectives



1 Lunch time

Objective: to introduce food and drink vocabulary;
to introduce expressions avere fame/sete;
to teach how to say you are/are not hungry or thirsty;
to teach how to ask and say what you would like to eat or drink;
to teach how to ask for something at the table;
to revise how to tell someone where to put something.

2 What to buy for the picnic?

Objective: to introduce new food and drink vocabulary;
to reinforce food and drink vocabulary from Activity 1;
to introduce the indefinite singular, eg del pollo, della minestra;
to introduce the verb form ci occorre/occorrono;
to revise how to say what you need.

3 How often do you eat meat?

Objective: to reinforce food and drink vocabulary;
to revise time phrases spesso, non ... mai etc;
to teach how to say how often you eat and drink something.

4 Intermission

Objective: to teach the conjugation of the verb mangiare in the present tense;
to review time phrases;
to review del, della, dei etc;
to review the use of avere fame/sete.

5 Ask Dr Chiara

Objective: to consolidate food and drink vocabulary;
to teach how to ask and say if something is healthy or unhealthy.

- 6 Are you keeping fit?
Objective: to consolidate food and drink vocabulary;
to revise vocabulary for leisure activities;
to revise how to ask and say how often you do something.
- 7 Raiding the fridge
Objective: to consolidate food and drink vocabulary.
- 8 Intermission
Objective: to review the gender of nouns encountered in the unit;
to review the partitive article;
to discriminate aurally between the Italian sounds /li/ and /ki/.
- 9 I'm hungry! Let's eat!
Objective: to consolidate food and drink vocabulary;
to reinforce how to ask and say what you would like to eat.
- 10 Time for a midnight snack
Objective: to consolidate vocabulary and language functions of the unit.
- 11 A recipe for sushi
Objective: to read and understand information in a letter;
to present cultural information about Japan;
to enhance food and drink vocabulary.
- 12 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 13 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 14 Certificate



Vocabulary

l'acqua	water
l'acqua minerale	mineral water
avere fame	to be hungry
avere sete	to be thirsty
bere (bevo, bevi, beve ...)	to drink
il burro	butter
le caramelle	lollies
la carne	meat
il cioccolato	chocolate
il formaggio	cheese
il frutto/la frutta	fruit
il latte	milk
la lattuga	lettuce
la limonata	lemonade
mangiare (mangio, -i ...)	to eat
il pane	bread
il panino	bread roll
le patatine fritte	potato crisps
il pesce (i pesci)	fish
il pollo	chicken
il pomodoro (-i)	tomato-es
il prosciutto	ham
il riso	rice
la salsiccia (le salsicce)	sausage-s
la scampagnata	picnic
il succo d'arancia	orange juice
l'uovo/le uova	egg-s
vegetariano	vegetarian
la verdura	vegetables

How to say you are

Ho fame.



Focus on functions

hungry/thirsty:	Ho sete.
How to ask a person what he/she would like to eat/drink:	Cosa vuoi mangiare? Cosa vuoi bere? Cosa vorresti mangiare? Cosa vorresti bere?
How to say what you would like to eat/drink:	Voglio mangiare... Voglio bere... Vorrei mangiare... Vorrei bere...
How to ask if something is healthy/bad for your health:	La limonata fa bene alla salute? Il cioccolato fa bene alla salute? Le caramelle fanno bene alla salute?
How to say that something is healthy/bad for your health:	Il cioccolato non fa bene alla salute. Le caramelle non fanno bene alla salute. Il latte fa bene. Il latte è un cibo sano. La frutta fa bene. La frutta è un cibo sano.

Form

- Conjugation of the verb mangiare in the present tense
- Expressions avere fame/sete
- Indefinite singular and plural del, della, dei, degli, delle
- Interrogative cosa
- Modal verb volere with the infinitive in the present and conditional tenses
- Pronunciation of the Italian sounds /li/ and /ʎi/
- Time phrases spesso, ogni giorno, non ... mai etc
- Verbs: mangiare, fare, bere in the present tense; verb pattern ci occorre, ci occorrono

Unit 12

Unit Topics It's shopping time!
Shopping, Food and drinks, Money,
Telling the time

Field/Theme Personal and community life, The international world



Activities and objectives

1 At the fruit shop

Objective: to introduce the names of shops;
to revise the position of adjectives with a noun;
to consolidate fruit and vegetable vocabulary;
to teach how to say something is cheap or expensive;
to revise how to say what floor something is on.

2 The butcher's, the baker's ...

Objective: to reinforce the names of shops;
to consolidate food and drink vocabulary;
to reinforce how to say something is cheap or expensive;
to revise how to say what floor something is on.

3 Spin and win!

Objective: to reinforce and consolidate food and drink vocabulary.

4 Who carries what?

Objective: to consolidate food and drink vocabulary.

5 Intermission

Objective: to teach the conjugation of the regular verb *comprare* in the present tense;
to discriminate aurally between the Italian sounds /ke/ and /tʃe/;
to review the position of adjectives with a noun.

6 Ice-cream in any currency

Objective: to introduce the names of different currencies;
to teach how to ask and say how much something costs;
to reinforce how to say something is cheap or expensive.

7 Money up for grabs

Objective: to revise the names of different currencies.



- 8 At the cafeteria
Objective: to revise food and drink vocabulary;
to revise how to say you are hungry or thirsty;
to revise how to say what you would like to eat or drink.
- 9 Intermission
Objective: to review the gender of nouns encountered in the unit;
to revise the position and agreement of adjectives;
to revise the verb pattern *costa/costano*.
- 10 Can you be fooled?
Objective: to reinforce and consolidate the vocabulary of the unit.
- 11 Tracking Mossie
Objective: to synthesise the vocabulary of the unit;
to revise how to say the time (whole/half hours).
- 12 Jono's mother sends a puzzle
Objective: to listen to, read and understand information in a letter;
to present cultural information about Indonesia;
to revise prepositions.
- 13 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate



Vocabulary

a buon mercato	cheap
l'arancia	orange
la banana (-e)	banana-s
bere (bevo, bevi, beve ...)	to drink
caro	expensive
la carota (-e)	carrot-s
comprare	to buy
la coscia (cosce) di pollo	chicken leg-s
il denaro/i soldi	money
il dolce (-i)	cake-s
il dollaro	dollar
la fragola (-e)	strawberry -ies
il franco (i franchi)	franc-s
il gelato (-i)	ice cream-s
la lira	lira
la macelleria	butcher shop
il marco (i marchi)	mark-s
la mela	apple
il negozio di frutta e verdura	fruit shop
occorrere	to need
la panetteria	bakery
la patata (-e)	potato-es
prendere	to take
la rupia	rupiah
lo snack bar	cafeteria
il succo di mela	apple juice
il supermercato	supermarket
la valuta	currency
lo yen	yen
lo yuan	yuan



Focus on functions

How to ask how much something costs:	Quanto costa la coscia di pollo? Quanto costano le cosce di pollo? Quanto costa il limone? Quanto costano i limoni?
How to say how much something costs:	Costa duemila lire. (il libro) Costano cinquemila lire. (i libri)
How to say something is expensive:	È caro. (il limone) Sono cari. (i limoni) È cara. (la maglietta) Sono care. (le magliette)
How to say something is cheap:	È/Sono a buon mercato.

Form

- Agreement and position of adjectives
- Conjugation of the regular verb comprare in the present tense
- Pronunciation of the Italian sounds /ke/ and /tʃe/
- Questions Quanto costa/costano?

Unit 13

Unit Topics Games galore!
Revision of topics in Units 9 – 12, Setting the table

Field/Theme Personal and community life, The international world



Activities and objectives

- 1 Setting the breakfast table
Objective: to introduce the vocabulary for cutlery and crockery items;
to revise prepositions;
to revise how to tell someone where to put something.
- 2 Pack the picnic basket
Objective: to revise food and drink vocabulary;
to revise how to say what you need.
- 3 What has the snake eaten?
Objective: to revise food and drink vocabulary;
to reinforce cutlery vocabulary.
- 4 Who drinks tea?
Objective: to revise drinks vocabulary;
to revise how to say what someone likes and dislikes;
to revise how to say where someone lives.
- 5 Intermission
Objective: to review the gender of nouns encountered in the unit;
to conjugate the irregular verb bere in the present tense;
to review the indefinite plural dei, delle, degli.
- 6 Do you know the answer?
Objective: to consolidate vocabulary for weather, seasons, food
and drink.
- 7 Compare and be quick!
Objective: to revise comparative adjectives;
to revise how to make comparisons.
- 8 Ride the logs
Objective: to revise how to say the time (whole/half hours);
to revise how to say the time using di notte,
di mattina, del pomeriggio.



9 Intermission

Objective: to review the use of *ci occorre* and *ci occorrono*;
to discriminate aurally between the Italian sounds
/au/ and */o/*;
to review comparative adjectives and agreement
of adjectives.

10 Jono in the food maze

Objective: to revise furniture, food and drink vocabulary;
to revise prepositions.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.

12 Certificate



Vocabulary

le bacchette	chopsticks
la bevanda	drink, beverage
il bicchiere	glass
il caffè (i caffè)	coffee
la caffettiera	coffee pot
il cestino per la scampagnata	picnic basket
il coltello	knife
la coperta	blanket
il cucchiaino (i cucchiaini)	spoon-s
la forchetta	fork
il piatto	plate
la scodella	bowl
mettere	to put
pieno	full
il succo di verdura	vegetable juice

Form

- Comparative adjectives
- Conjugation of the irregular verb bere in the present tense
- Indefinite plural dei, delle, degli
- Prepositions
- Pronunciation of the Italian sounds /au/ and /o/
- Verb pattern ci occorre, ci occorrono



Field/Theme Personal and community life

Activities and objectives



1 Olga plans her day

Objective: to introduce vocabulary for planning a party and daily routines;
to teach how to say you must do something;
to teach how to indicate the order of events;
to teach how to talk about the immediate future.

2 The phone runs hot

Objective: to reinforce vocabulary for planning a party and daily routines;
to teach how to ask a person if he/she can do something;
to teach how to say you can and cannot do something;
to reinforce how to talk about the immediate future;
to revise how to ask and say telephone numbers.

3 Writing the invitations

Objective: to listen to, read and understand an invitation;
to synthesise vocabulary from previous units;
to revise interrogatives *chi*, *perché*, *quando*, *dove* etc.

4 Intermission

Objective: to review parts of the modal verbs *potere* and *dovere* with the infinitive;
to teach the conjugation of the modal verb *dovere* in the present tense.

5 Arranging the furniture

Objective: to revise prepositions in a problem solving situation;
to revise vocabulary for furniture and colours;
to revise how to tell someone where to put something.

6 Carmen creates place cards

Objective: to revise vocabulary for countries, animals and musical instruments;
to reinforce how to indicate the order of events.

- 7 Mossie learns how to set the table
Objective: to consolidate cutlery vocabulary;
to revise prepositions;
to provide general knowledge about how to set a table;
to revise how to say where to put something.
- 8 A topsy-turvy table setting
Objective: to enhance crockery and cutlery vocabulary.
- 9 Intermission
Objective: to review the gender of nouns encountered in the unit;
to create awareness of infinitives;
to review the use of the infinitive with modal verbs;
to discriminate aurally between the Italian sounds /ʃi/ and /tʃi/.
- 10 Sweet or spicy?
Objective: to introduce adjectives and expressions to describe food;
to revise food vocabulary;
to teach how to say how something tastes.
- 11 Time to go home
Objective: to revise means of transport and some food items;
to reinforce how to talk about the immediate future;
to revise how to ask and say how to get to different places.
- 12 Sunday lunch at Juliette's
Objective: to revise the vocabulary and language forms from all units;
to consolidate how to talk about the immediate future;
to find out about Sunday winter activities in France.
- 13 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language forms of the unit.
- 14 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 15 Certificate



Vocabulary

a destra di	to the right of
a sinistra di	to the left of
apparecchiare la tavola	to set the table
aspro	sour
croccante	crunchy
devo	I must
dolce	sweet
dopo, poi	then/next
dovere	to have to (must)
far colazione	to have breakfast
in mezzo a	in the middle of
infine	finally
il limone	lemon
molle	soft
organizzare, preparare	to organise
piccante	spicy
posso	I can
potere	to be able to
preparare	to prepare
prima	first
pulire	to clean
salato	salty
il segnaposto	place-card
il taxi/il tassì	taxi
telefonare a qualcuno	to ring someone (on the phone)
venire	to come

Focus on functions

How to indicate the sequence of events:

Prima faccio colazione.
Dopo gioco a tennis.
Poi faccio un giro in bicicletta.
Infine faccio la doccia.

How to say you must do something:

Devo apparecchiare la tavola.
Devo telefonare agli amici.

How to ask a person if he/she can do something:

Puoi aiutarmi?
Puoi venire alla festa?
Puoi scrivere gli inviti?

How to say you can/cannot do something:

Posso apparecchiare la tavola.
Posso venire alla festa.
Posso scrivere gli inviti.
Non posso apparecchiare la tavola.
Non posso venire alla festa.
Non posso scrivere gli inviti.

Form

- Adverbs *prima, poi, dopo, infine*
- Conjugation of modal verb *dovere* in the present tense
- Infinitive with modal verbs *potere* and *dovere*
- Negatives
- Pronunciation of the Italian sounds /ʃi/ and /tʃi/
- Use of the present tense to express the immediate future
- Verbs *potere, dovere, fare, giocare* in the present tense

Unit 15

Unit
Topics

Getting ready to leave
Clothing, Colours, Parts of the face,
Personal identification, Shopping, Telling
the time

Field/Theme

Personal and community life, The built world,
The international world, The imaginative world

Activities and objectives



1 Creating a mask

Objective: to revise adjectives describing physical features;
to revise agreement and position of adjectives;
to revise parts of the face.

2 What's the exact time?

Objective: to teach how to say what time it is (quarter hours/
ten past etc).

3 A present for Mossie

Objective: to revise the names of shops and vocabulary for food and
other items;
to revise how to say what you would like to do.

4 Happy or sad?

Objective: to introduce adjectives to describe how you feel;
to introduce the expression *avere paura*;
to teach how to say you are happy, sad etc.

5 Intermission

Objective: to conjugate the verbs *mettere* and *partire* in the
present tense;
to review the use of *a* in time phrases;
to review saying the time.

6 Which clothes belong to Juliette?

Objective: to revise clothing vocabulary;
to consolidate agreement and position of adjectives;
to revise the indefinite plural;
to introduce the interrogative *quale*;
to teach how to ask and say what belongs to someone.

7 A choice of souvenirs

Objective: to revise vocabulary for colours and clothing;
to reinforce the interrogative *quale*;
to revise agreement and position of adjectives;
to revise *vorrei* and *vorresti*;
to revise how to ask and say which item(s) you would like.



- 8 What does the future have in store?
Objective: to introduce the future tense;
to revise agreement and position of adjectives;
to introduce time phrases *la settimana prossima*,
il mese prossimo etc;
to teach how to say what you will do at a future time.
- 9 Intermission
Objective: to create awareness of the notion of the future tense;
to teach how to form the future tense;
to teach the future tense of *comprare* (*io, tu, lui* forms);
to review the gender of nouns encountered in the unit;
to review the interrogatives *quale* and *quanto*.
- 10 Carnival masks
Objective: to revise vocabulary for parts of the face;
to revise adjectives describing colours and
physical features;
to present cultural information about 'carnevale'
in Venice;
to listen to and understand information about masks.
- 11 End of unit exercises
Objective: to reinforce and consolidate the vocabulary and language
forms of the unit.
- 12 Mischievous Mossie
Objective: to consolidate and synthesise the functions of the unit.
- 13 Certificate



Vocabulary

a che ora	at what time
l'anno	year
avere paura	to be frightened
il berretto	cap
dorato	gold (colour)
essere arrabbiato/a	to be angry
essere contento/a	to be happy
essere triste	to be sad
giocare a scacchi	to play chess
la libreria	bookshop
la maschera	mask
il mese	month
l'ora	hour, time
l'orologio	watch
partire	to leave
perché	why
quale	what/which
il regalo	present
la settimana	week
vuoto/a	empty

Focus on functions

How to say the time:	Sono le cinque. Sono le cinque e cinque. Sono le cinque e dieci. Sono le cinque e un quarto. Sono le cinque e venti. Sono le cinque e venticinque. Sono le cinque e mezzo. Sono le cinque e trentacinque. Sono le sei meno venti. Sono le sei meno un quarto. Sono le sei meno dieci. Sono le sei meno cinque. Sono le sei.
How to say you are happy:	Sono contento. (subject is male) Sono contenta. (subject is female)
How to say you are sad:	Sono triste.
How to say you are frightened:	Ho paura.
How to say you are angry:	Sono arrabbiato. (subject is male) Sono arrabbiata. (subject is female)

Form

- Agreement and position of adjectives
- Conjugation of the verbs mettere and partire in the present tense
- Expressions avere paura; essere contento, triste, arrabbiato etc
- Future tense
- Interrogatives quanto, quale and agreement with the noun
- Time phrases la settimana prossima, il mese prossimo etc

Unit 16

Unit Farewell friends
Topics Revision of topics in Units 1 – 15

Field/Theme Personal and community life, Leisure and recreation,
The built world, The international world,
The imaginative world



Activities and objectives

- 1 Attend to each person's request
Objective: to revise vocabulary and functions from previous units;
to respond to requests using known vocabulary
and functions.
- 2 Pass the parcel
Objective: to revise comparative adjectives.
- 3 Candid camera
Objective: to revise how to ask and say what people are doing.
- 4 What did they do?
Objective: to introduce the perfect tense;
to teach how to ask and say what people did.
- 5 Intermission
Objective: to review the gender of nouns encountered in the unit;
to review agreement of adjectives;
to create awareness of the various meanings of potere;
to conjugate the modal verb potere in the present tense.
- 6 Olga's farewell speech
Objective: to reinforce the perfect tense;
to reinforce how to ask and say what people did;
to review the main 'events' of the story.
- 7 The friends reminisce
Objective: to revise vocabulary for sports and other leisure activities;
to revise how to ask and say what people like doing.
- 8 First the riddle, then the gift
Objective: to introduce relative clauses;
to revise some of the vocabulary, language forms and
functions of the units.



9 Intermission

Objective: to create awareness of how to form the perfect tense of regular -are verbs with *avere*;
to discriminate aurally between the Italian sounds /kwa/ and /ka/.

10 Homeward bound

Objective: to revise numbers and the names of countries;
to revise how to say thank you and goodbye;
to revise how to say the time.

11 End of unit exercises

Objective: to reinforce and consolidate the vocabulary and language forms of the unit.

12 Certificate



Vocabulary

ballare	to dance
decorare	to decorate
fare un viaggio	to go on a trip
giocare a nascondino	to play hide and seek
l'orario di partenza	departure time

Form

- Comparative adjectives
- Conjugation of the modal verb potere in the present tense
- Perfect tense
- Pronunciation of the Italian sounds /kwa/ and /ka/
- Relative pronoun che
- Verb pattern vorrebbe, vorrebbero essere

Notes

Notes



Notes

Notes



