

VC Chinese Years 7-10

EP Curriculum Map

Years 7-8 Achievement Standard

Content Descriptor	How EP Languages Supports This
<p>By the end of Level 8, students use spoken and written Chinese to interact in a range of familiar contexts.</p> <p>Students respond to instructions, questions and directions. They use known phrases to exchange personal information (for example, 我叫...; 我的爸爸是澳大利亚人), seek clarification (for example, 对不起, 我听不懂, 你说什么?), and transact and make arrangements, for example, 你要来我家吗?</p>	<p>Beginner Chinese</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 2: Family and Pets ● Unit 3: Classroom ● Unit 4: Dates and Birthdays ● Unit 5: Countries and Nationalities <p>Intermediate Chinese</p> <ul style="list-style-type: none"> ● Unit 7: Organising an Outing with Friends <p>Each EP Languages unit contains a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Chinese relating to a topic and record their answers. Students are also required to record conversations with a partner. This is also modelled in the reading and listening lessons of each unit.</p>
<p>Students use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几). Students approximate tone, intonation and rhythm but meaning remains clear. They use gesture and some formulaic expressions to support oral interaction.</p>	<p>Beginner Chinese</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions ● Unit 4: Dates and Birthdays ● Unit 7: Describing People <p>In each EP Languages unit there is a comprehensive speaking lesson which contains exercises to practise their pronunciation of both single words and whole sentences. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of French sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p>
<p>Students employ learnt vocabulary to express personal insights and compare experiences on topics of personal</p>	<p>Students are introduced to the new vocabulary in the introduction sections then have the opportunity to</p>

<p>interest and significance.</p>	<p>practice the vocabulary in several different ways.</p> <p>Students are then exposed to the vocabulary in listening, reading and visual texts and then in the writing and speaking lessons students are required to use the vocabulary and language structures they have learnt to express personal insights and compare experiences on topics of personal interest and significance.</p>
<p>Students connect ideas using basic cohesive devices (for example, 和, 可是, 所以), express opinions using 喜欢 and 觉得, and give reasons using 因为. In writing, students organise their ideas using time expressions and phrases which mark sequence, for example, 第一, 第二...</p> <p>They apply 不 and 没有 in familiar phrases. They respond to and create simple informative and imaginative texts for known audiences and purposes.</p>	<p>Beginner Chinese</p> <ul style="list-style-type: none"> ● Unit 2: Families and Pets ● Unit 3: Classroom ● Unit 7: Describing People ● Unit 8: School Subjects ● Unit 10: My House <p>Intermediate Chinese</p> <ul style="list-style-type: none"> ● Unit 4: Giving Directions <p>In the writing lessons for each unit, students are required to put these grammatical concepts into practice and have a variety of scaffolded activities to help them to do so, as well as sentence patterns to help them. At the end of the writing lessons students have a variety of open ended tasks which require them to put the grammatical concepts in context. The tasks cover a range of text types, purposes and audiences.</p>
<p>Students use a range of verbs, including verbs of identification and existence, such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐.</p> <p>They access and organise information from a range of spoken, audiovisual and printed texts. Students use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最.</p> <p>They reflect on their interactions when using and learning languages.</p>	<p>Beginner Chinese</p> <ul style="list-style-type: none"> ● Unit 4: Dates and Birthdays ● Unit 9: Leisure Activities <p>Students are introduced to verbs and different grammar points in the grammar lesson for each unit. They are also exposed to these in context in the listening and reading comprehension lessons for each unit and required to produce them in the speaking and writing lesson for each unit.</p> <p>Each EP Languages unit contains a reading comprehension lesson, a listening comprehension lesson and increasing numbers of visual texts. There is also a video library available which contains videos filmed by native speakers of Chinese in a variety of different contexts. Students are required to respond to these in different ways.</p>
<p>Students are aware of the key features of the Chinese writing system and its differences to the English writing system. They recognise the function of tone-syllables and Pinyin.</p>	<p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills. This includes the translation of sentences or short paragraphs to practise the skill of</p>

<p>They explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents.</p>	<p>translation at sentence/paragraph level. This highlights the key differences between the Chinese writing system and the English writing system. Each writing lesson then contains some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p> <p>English translation is listed underneath the Chinese character and Pinyin in the EP Languages Introduction and Grammar lessons. At times the translation is available word-for-word to help students understand the structure of Chinese texts in comparison to their English equivalents.</p> <ul style="list-style-type: none"> • Grammar lessons in Beginner units 1-4
<p>Students recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication. For example, concepts such as respect, politeness and the importance of family.</p> <p>They are aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.</p>	<p>In the EP Languages Introduction lessons there are cultural sections which help students to recognise that the target culture is organised in particular ways and make connections with known culture(s). As the levels get higher, in the reading and listening sections cultural information is integrated into the listening and reading comprehension texts and students are required to reflect on this within the questions.</p> <p>In the later units, the speaking and writing tasks often ask students to reflect on cultural comparisons within a topic.</p>

Years 7-8 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>VCCHC081: Exchange feelings, ideas and opinions, establish and maintain friendships and participate in group action.</p>	<ul style="list-style-type: none"> • Beginner Chinese <ul style="list-style-type: none"> ○ Unit 7: Describing People ○ Unit 8: School Subjects ○ Unit 9: Leisure Activities • Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 6: Party Time ○ Unit 7: Organising an Outing with Friends
<p>VCCHC082: Correspond and collaborate with peers, relating aspects of their daily experiences and arranging</p>	<ul style="list-style-type: none"> • Beginner Chinese <ul style="list-style-type: none"> ○ Unit 9: Leisure Activities



sporting and leisure activities.	<ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 7: Organising an Outing with Friends ○ Unit 8: Daily Routine
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Informing

Content Descriptor	How EP Languages Supports This
<p>VCCHC083: Locate and share with known audiences factual information about people, places and events from a range of oral texts.</p>	<p>Beginner Chinese</p> <ul style="list-style-type: none"> ○ Unit 6: Talking About Meals ○ Unit 7: Describing People ○ Unit 8: School Subjects ○ Unit 9: Leisure Activities
<p>VCCHC084: Locate factual information about life in other communities and about aspects of Australian life, including data from graphs and tables, and convey this information to known audiences.</p>	<p>The reading and listening comprehension lessons within the EP Languages units require students to locate factual information about life in other communities and aspects of Australian life.</p> <p>There are increasing numbers of visual texts across the EP Languages Chinese course including charts, tables, surveys and diagrams. Here are some examples of units where you can find these:</p> <ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ● Unit 4: Giving Directions ● Unit 7: Organising an Outing with Friends ● Unit 8: Daily Routine

Creating

Content Descriptor	How EP Languages Supports This
<p>VCCHC085: Express opinions about imagined characters and events seen and heard in contemporary media and performances, and create own portrayals of characters using gesture, action, stress, and modelled phrases.</p>	<p>In the Writing and Speaking lessons of the EP Languages units, students are required to construct simple texts on different topics.</p>
<p>VCCHC086: Respond to simple narratives and create short texts about imagined characters and events.</p>	

Translating

Content Descriptor	How EP Languages Supports This
<p>VCCHC087: Translate simple texts from Chinese to English and vice versa, identifying words and phrases in Chinese that do not readily translate into English, using</p>	<p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at</p>

<p>contextual cues, action and gesture to assist translation.</p>	<p>sentence/paragraph level.</p> <p>Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not.</p> <p>The comprehension sections of Getting Started with Chinese and Beginner Chinese consist of short texts with a variety of question types designed to test the students' understanding of the phrases, vocab and concepts used.</p> <p>Chinese idioms and expressions in the introduction sections help students identify words and phrases that do not readily translate into English.</p>
<p>VCCHC088: Interpret common colloquial phrases and culturally specific practices from Chinese contexts into Australian contexts and vice versa, identifying contextual restraints and considering alternatives.</p>	<p>Resources are under development.</p>

Reflecting

Content Descriptor	How EP Languages Supports This
<p>VCCHC089: Reflect on personal experiences and observations of using and learning Chinese language in familiar contexts, and use these reflections to improve communication.</p>	<p>Teachers can use the EP Languages lessons as a starting point for reflection. Teachers can also edit lessons to include interactive/shared reflective tasks such as google docs and padlet.</p>

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
<p>VCCHU090: Recognise the tone-syllable nature of the spoken language, discriminate use of tones, rhythm, and sound flow in interactions, and use Pinyin to support learning the spoken language.</p>	<p>Rules regarding the use of Chinese tones are taught across the Beginner Chinese Introductions. Additionally, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the Chinese sound system including pitch, rhythm, stress and intonation.</p> <p>In each EP Languages unit there is a comprehensive speaking lesson which contains exercises to practise the</p>

	<p>pronunciation of both words and sentences. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Chinese sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p> <p>In the EP translation lists, students have native speaker recordings for all words and are exposed to pitch, rhythm, stress and intonation. In the speaking mode, students are required to record the word, they can then compare their own recording to a model answer produced by a native speaker. This particular activity requires them to fine tune their pronunciation.</p>
<p>VCCHU091: Identify how character structure, position and component sequences relate the form of a character to its particular sound and meaning.</p>	<p>Characters are categorised into groups on the basis of their structures or radicals in our Script Practice sections, as well as the stroke order. Students can easily practice strokes through the use of a touch-screen device.</p> <p>Students can also practice key characters from the unit in the Extension lesson in Elementary Chinese.</p> <p>Character structure is also covered in the Introduction sections of:</p> <p>Beginner Chinese</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 3: Classroom
<p>VCCHU092: Identify and use the characteristics of Chinese word order and explain the use of Chinese-specific grammatical features.</p>	<p>In each of the Chinese units, there is a grammar section introducing key grammar points. In each of these there is an introduction which explains the grammar point in detail, followed by extensive activities to practise the grammar point - starting with recognition, and moving towards free production. All units are well scaffolded.</p>
<p>VCCHU093: Identify the characteristics of familiar text types, noting particular textual features distinctive to Chinese.</p>	<p>EP Chinese units model a wide variety of text genres in the listening and reading comprehension lessons including monologues, dialogues, hotel bookings, restaurant food orders, letters, postcards, website posts, appointment bookings, and increasing numbers of visual texts. The variety significantly enhances students' ability to use Chinese in diverse contexts.</p>

	<p>Formal contexts include letters, emails, applications, advertisements, recipes, notices, news, conversations with parents or elderly people, doctors and teachers, presentations, and conversations with newly-met people.</p> <p>Informal contexts include blogs, Facebook posts, Wechat, fairy tales, stories, jokes, songs, movies, conversations on Messenger or by text, and conversations among good friends.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.</p>
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Language variation and change

Content Descriptor	How EP Languages Supports This
VCCHU094: Recognise diversity in Chinese language use within different communities and regions, such as dialects, and local languages and character systems.	<p>Relevant information slides are added to every unit to help students understand the cultural and historical background of the language they are learning. In particular, within the Beginner Chinese Unit 5: Countries and Nationalities, students are shown the geography and dialects found in China. From this, students come to expect regional variations when they learn and use Chinese.</p> <p>EP Languages units are a great starting point for discussion and reflection on this.</p>
VCCHU095: Identify traditional phrases and contemporary terms in everyday language use and the role of technology in changing the way people communicate.	<p>The up-to-date language used in the Language in Action reflects the social and technological changes in modern China, including conversations on Wechat and Mircoblog.</p> <p>A number of Chinese idioms are introduced in Intermediate and Advanced level. Students will be able to learn the meaning as well as the background stories.</p>

Role of language and culture

Content Descriptor	How EP Languages Supports This
VCCHU096: Discuss how language choices reflect cultural practices, including clarifying roles and relationships between participants in interactions.	All texts are based on authentic contexts, enabling students to use appropriate language in preparation for when they will need it in real life, including exchange information, and the opinions, experiences, thoughts



	and feelings of people occupying different roles in society.
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Years 9-10 Achievement Standard

Content Descriptor	How EP Languages Supports This
By the end of Level 10, students use spoken and written Chinese to initiate and sustain interactions in familiar and unfamiliar contexts.	The beginner EP Languages course focuses on familiar contexts and the intermediate EP Languages course begins to focus on less familiar contexts including obtaining goods, making arrangements and other transactions. Each topic based unit has lessons focusing on each of the key skills including speaking which prepares students to be able to interact in a specific context.
Students exchange information, ideas and opinions and enquire into the experiences and opinions of others, using question words such as 为什么, 怎么, 怎么样 to elicit more information. They summarise and collate information from different sources and perspectives to compare how ideas and concepts are expressed and organised in Chinese texts and contexts.	Writing tasks and long-answer questions associated with the Reading and Listening sections enable students to produce and answer questions regarding experiences and opinions. In all EP Languages units, questions are intended to target the comprehension of certain important information related to the reading or listening texts, which is the basis of developing a conversation.
Students observe how texts are created for different purposes and audiences. They respond to narratives, identifying language features that do not translate easily between cultures, mediating these ideas and expressing insights in Chinese while adjusting language use for different audiences. They justify their opinions with reasons and specific examples (比如), using tone and rhythm emphatically.	In all EP Languages units, students are exposed to a variety of written and spoken texts in which they have to identify language features, and adjust their language for different purposes. As the levels progress the complexity of the texts and questions increases. At higher levels, students are also required to answer questions about how texts are created for different purposes and audiences and they are required to justify their opinions with reasons and specific examples.
Students respond to and create a range of informative and imaginative texts for different purposes and audiences, including Chinese audiences, and describe adjustments they have made in their language use for these different audiences.	In the reading and listening comprehension texts, students are exposed to a range of different informative and imaginative texts for different purposes and audiences and have to answer questions based on these. In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types, purposes and audiences.

	<p>In the writing lessons at Intermediate and advanced level, students are presented with information about what should be included in different text types and they are then required to complete exercises and activities to practise this.</p>
<p>Student use prepositions of time and place, and prepositions to show relationships with other people, for example, 给, 跟, 对. They make comparisons using 比, and describe people in terms of appearance, personality and behaviours, and places in terms of scenery.</p>	<ul style="list-style-type: none"> ● Beginner Chinese <ul style="list-style-type: none"> ○ Unit 7: Describing People ○ Unit 8: School Subjects ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 2: Fashion and Shopping for Clothes ○ Unit 3: My City ● Advanced Chinese <ul style="list-style-type: none"> ○ Unit 2: My World
<p>Students use a range of cohesive devices (for example, 不但...而且 ; 除了...以外; 如果...就) with the support of models and cues. In writing, they organise their ideas according to themes or sequence events using specific time words, temporal markers such as 的时候, 以前 and connectives, for example, 先...然后.</p> <p>They also indicate changes in tense with tense markers such as 了, 过, and use verbs to express modality (for example, 可以, 要, 会, 应该) or intention, for example, 希望, 想, 打算.</p> <p>Students discern differences in patterns of sound (for example, 'qing', 'qin') and tone in extended speech for different contexts and audiences.</p>	<ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 1: Ordering and Buying Food ○ Unit 2: Fashion and Shopping for Clothes ○ Unit 5: Going on a Holiday ○ Unit 6: Party Time ○ Unit 7: Organising an Outing with Friends ○ Unit 8: Daily Routine ○ Unit 9: At the Doctor's ○ Unit 10: Describing a Holiday That You Have Been On ● Advanced Chinese <ul style="list-style-type: none"> ○ Unit 1: Future Plans ○ Unit 2: My World
<p>Students apply knowledge of character components and morphemes to assist their understanding of new characters and words encountered. They analyse grammatical rules, use language appropriate to the form of communication, and compare textual features. Students recognise the key features of grammar and sentence structure that are distinctive to Chinese, such as measure words, and varied uses of verbs (是, 有 and attributive 的), and apply them in new contexts.</p>	<p>Each EP Languages grammar unit contains an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. All units are very well-scaffolded.</p> <p>The grammar points are then used in context throughout the rest of the unit within the reading and listening comprehension lessons and students are required to recognise these and then they are required to use/apply them in context in the writing and speaking lessons.</p> <p>是...的</p> <ul style="list-style-type: none"> ● Beginner Chinese Unit 2: Family and Pets ● Advanced Chinese Unit 7: Technology

<p>They are aware of particular issues relating to translating between Chinese and English and recognise that certain concepts cannot be translated readily from Chinese to English and vice versa.</p>	<p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level. In these exercises, they are made aware of the fact that some concepts cannot be directly translated readily from Chinese to English and vice versa.</p> <p>Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not.</p> <p>The Listening and Reading Comprehension lessons of our EP Languages units don't require students to translate, but students need to understand the texts and answer questions based on these.</p>
<p>They are aware that language use varies according to context, purpose and mode.</p>	<p>Students are required to answer comprehension texts based on the fact that language use varies according to context, purpose and mode.</p>
<p>Students explain how culture and language shape their own and others' communication practices, and reflect on how their own cultural experience impacts on interactions with Chinese speakers.</p>	<p>Each EP languages unit introduces different cultural aspects both within the introduction lesson and in context through the listening and reading texts. As levels get higher, the listening and reading texts require students to reflect on their own cultural experience and compare and contrast.</p> <p>The EP Languages lessons are also a great starting point for class discussion and reflection.</p>

Years 9-10 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>VCCHC097: Interact and socialise with known and unknown participants in familiar contexts to plan and arrange events, and exchange feelings, opinions and</p>	<ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 1: Ordering and Buying Food ○ Unit 5: Going on a Holiday

preferences.	<ul style="list-style-type: none"> ○ Unit 6: Party Time ○ Unit 5: Organising an Outing with Friends ○ Unit 10: Past Holidays
VCCHC098: Correspond with peers and teacher, exchanging ideas, negotiating decisions and inviting others to participate in collective action.	<ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 4: Giving Directions ○ Unit 6: Party Time ○ Unit 5: Organising an Outing with Friends

Informing

Content Descriptor	How EP Languages Supports This
VCCHC099: Locate and compare perspectives on people, places and lifestyles in different communities, from a range of spoken information texts, and convey this information to others.	<ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 8: Daily Routine ● Advanced Chinese <ul style="list-style-type: none"> ○ Unit 2: My World ○ Unit 4: My Community
VCCHC100: Locate and organise information on topics of interest from a range of written sources to develop a position, and convey this position to a familiar audience in a range of texts.	In the Reading and Listening Comprehension Lessons of each EP Languages unit, students are exposed to a wide variety of text types which they are required to understand. They then have to use the language from these texts in their own written and spoken work.

Creating

Content Descriptor	How EP Languages Supports This
VCCHC101: Respond to imaginative texts by stating how themes such as relationships, image and acceptance are portrayed, and create own performances to express ideas on personal experiences of these themes.	<p>Students are asked to respond to short dialogues and written texts. Some units at the upper levels focus on Chinese songs and films. For example:</p> <ul style="list-style-type: none"> ● Intermediate Chinese <ul style="list-style-type: none"> ○ Unit 2: Ordering in a Restaurant ○ Unit 6: Party Time ○ Unit 7: Organising an Outing with Friends ○ Unit 9: At the Doctor's ● Advanced Chinese <ul style="list-style-type: none"> ○ Unit 5: Entertainment <p>More creative tasks are designed as writing tasks at the Intermediate level. In these tasks, students are required to create a range of texts with the language they have learned to that point.</p>
VCCHC102: Respond to and create or adapt simple narratives that describe experiences and characters from folk tales or popular fiction.	Advanced Chinese Unit 6: Chinese Legends



Translating

Content Descriptor	How EP Languages Supports This
VCCHC103: Translate simple modified Chinese texts and familiar interactions in different contexts, identifying alternative ways to interpret meaning.	<p>Writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>EP translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily and which do not.</p> <p>The Listening and Reading comprehension lessons within EP Languages consist of short texts with a variety of question types designed to test the students' understanding of the phrases, vocab and concepts used.</p>
VCCHC104: Mediate descriptions of Chinese and Australian life, identifying what experiences and ideas are not readily translated between cultures.	<p>Many EP Languages units make reference to differences between Chinese and Australian life and students are required to reflect on this in the questions.</p> <p>E.g Intermediate Unit 08: Daily Routine</p> <p>The EP Languages lessons are a great starting point for class discussion and reflection.</p>

Reflecting

Content Descriptor	How EP Languages Supports This
VCCHC105: Reflect on the reactions and experiences of participants (including their own) in interactions and observe how languages are adapted to communicate effectively in unfamiliar contexts.	<p>Through the EP Languages units, students are exposed to a wide variety of spoken and written texts, and must use spoken Chinese to communicate on different topics in familiar and unfamiliar contexts. Making suggestions, expressing ideas and arranging events are involved throughout most of the units at the Intermediate and Advanced level.</p>

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
<p>VCCHU106: Discern differences in patterns of sound and tone in extended Chinese speech when listening to speakers of different age, gender, and regional background.</p>	<p>In the Listening Comprehension sections of the EP Chinese units, students are exposed to an extensive number of listening comprehension texts which have all been recorded by native speakers. Speakers adjust their voice according to the characters they are speaking for.</p>
<p>VCCHU107: Relate prior knowledge of character form and function to infer information about sound and meaning of unfamiliar characters.</p>	<p>There are recordings and pinyin beside any new Chinese characters and model sentences in the Introduction lessons, which helps students strengthen the connection between characters and their sounds.</p> <p>In the Script Practice lessons, characters are categorised into groups based on their structure or radicals. Instead of being overwhelmed with hundreds of isolated characters, students will be able to understand how Chinese characters are constructed. As more than 90% of Chinese characters are radical-phonetic characters, this becomes one of the most crucial parts of the Script Practice sections' focus. Eventually, students develop sufficient radical and phonetic elements to predict the meaning and sound of unfamiliar characters.</p> <p>In the reading and listening comprehension lessons, students are required to use their prior knowledge of characters to infer information about sound and meaning of unfamiliar characters that they might not recognise.</p>
<p>VCCHU108: Analyse functions of grammatical rules and use language appropriate to different forms of oral and written communication.</p>	<p>In each of the EP Languages units, there is a grammar section which introduces new language features for each unit. In each of these grammar lessons there is an introduction which explains the grammar point in detail. This is followed by extensive activities to practise this grammar point, starting with recognition and moving towards free production. All lessons are very well-scaffolded.</p> <p>The grammar points are then used in context in the listening and reading comprehension texts where students are required to understand them in context</p>

	and then the students are required to use the grammar points in context in the writing and speaking lesson.
VCCHU109: Compare the purposes, text structures and language features of traditional and contemporary Chinese texts.	Traditional and contemporary Chinese texts are included in the Advanced-level EP Languages units and in the Current Events units. As levels progress, students are required to answer questions based on purpose, structure and language features.

Language variation and change

Content Descriptor	How EP Languages Supports This
VCCHU110: Explore the development of Chinese as an international language and as a lingua franca in Chinese communities.	This is not currently addressed in our programme.
VCCHU111: Explore the role of tradition in contemporary language use and how languages change over time.	This is not currently addressed in our programme.

Role of language and culture

Content Descriptor	How EP Languages Supports This
VCCHU112: Reflect on how language and culture both shape and reflect each other.	<p>Each of the EP Languages units has a culture section in the Introduction, where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>The EP Languages units are a great starting point for class discussion and reflection exploring how language and culture shape and reflect each other.</p>