

# NSW Chinese

## EP Curriculum Map

### Stage 2

#### Communication Strand

Objective: Interacting – exchanging information, ideas, and opinions, socialising, planning, and negotiating

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <p><b>LCH2-1C</b><br/>Interact with others to share information, and participate in classroom activities, in Chinese.</p> | <ul style="list-style-type: none"> <li>● Getting Started with Chinese               <ul style="list-style-type: none"> <li>○ Unit 1: Greetings and Introductions</li> <li>○ Unit 2: Asking how you are</li> <li>○ Unit 10: Classroom Commands</li> </ul> </li> </ul> <p>Each of the Getting Started with Chinese units has some very simple speaking activities where the students record themselves speaking. They can listen back to what they have recorded and teachers can listen and give feedback.</p> |

Objective: Accessing and responding – Obtaining, processing, and responding to information through a range of spoken, written, digital and/or multimodal texts

| Content Descriptor   | How this is supported by EP Languages   |
|--|---|
| <p><b>LCH2-2C</b><br/>Locates and classifies information in texts.</p> | <p>In each Getting Started with Chinese unit, students have a vocabulary practice section where students complete multichoice questions to recognise key vocabulary.</p>  |
| <p><b>LCH2-3C</b><br/>Responds to texts in a variety of ways.</p>      | <p>In each Getting Started with Chinese unit, there is a comprehension section where students are required to watch a video with subtitles in the target language so that they can listen and read at the same time. They then have to answer comprehension questions based on the text. Question types include multichoice, drag and drop, and fill-in-the-gaps questions.</p> |



Objective: Composing: Composing – creating spoken, written, bilingual, digital and/or multimodal texts

| Content Descriptor   | How this is supported by EP Languages  |
|--|--|
| <b>LCH2-4C</b><br>Composes texts in Chinese using modelled language. | <p>In the Getting Started with Chinese units 1-5, students are required to put together sentences using drag and drop activities to create sentences. They are very short sentences based on sentence patterns that they have been introduced to throughout the unit. In the extension section, they are required to write words and sentences of their own based on the language and sentence patterns that have been repeated throughout the unit. They are also required to focus on the spelling of words in the Focus on Form section.</p> <p>In the Extension section of Getting Started with Chinese units 1-5, students are given a speaking task where they must record themselves saying basic sentences in Chinese based on the language and sentence patterns they have seen repeated throughout the unit.</p> |

## Understanding Strand

Objective: Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

| Content Descriptor   | How this is supported by EP Languages  |
|--|--|
| <b>LCH2-5U</b><br>Recognises pronunciation and intonation patterns of Chinese.     | <p>In the comprehension activities in the Getting Started with Chinese units, students watch short videos with native-speaker recordings, then answer comprehension questions based on what they have seen and heard. Through these videos, they are exposed to basic pronunciation and intonations.</p> <p>In the vocabulary section of the website, students are exposed to native-speaker pronunciation of each word, which they can then practise in the speaking mode.</p> <p>In the Introduction section of each of the Getting Started with Chinese units, there are recordings of all the key words and expressions which students can listen to as they read the slide.</p> |
| <b>LCH2-6U</b><br>Demonstrates understanding of basic Chinese writing conventions. | <p>In the Vocabulary Practice questions in the Getting Started with Chinese units, students are required to recognise all the key vocabulary and expressions for each unit.</p>  |

|  |  |
|--|--|
|  | In the extension section of the Getting Started with Chinese units, there is a Focus on Form section which requires students to focus on the spelling of words. They are required to drag letters into the correct order to spell each word.       |
| <b>LCH2-6U</b><br>Demonstrates understanding of elements of Chinese grammar in familiar language patterns. | In the comprehension section of the Getting Started with Chinese units, students are exposed to basic grammatical structures in the comprehension texts, and are then required to understand these in context, and answer comprehension questions. |
| <b>LCH2-7U</b><br>Demonstrates an awareness of how familiar texts are structured.                          | In the comprehension section of the Getting Started with Chinese units, students are exposed to basic familiar texts, and gain an awareness of how they are structured.  |

**Objective: The role of Language and Culture: Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity**

| <b>Content Descriptor</b>  | <b>How this is supported by EP Languages</b>  |
|--|---|
| <b>LCH2-8U</b><br>Recognises how terms and expressions reflect aspects of culture. | <p>Each level of the EP Languages course includes some cultural information in the introduction section of each unit which relates to the topic.</p> <p>The listening and reading comprehension texts are also written using appropriate cultural references - so the cultural knowledge is integrated throughout the unit</p> <p>Teachers can create their own lessons with EP Studio and can also edit our existing lessons. Additionally, they can use EP lessons as a starting point for discussion and reflection and can even add interactive reflection tools into the lessons such as google docs and padlet.</p> |

## Stage 3

### Communication Strand

Objective: Interacting – exchanging information, ideas, and opinions, socialising, planning, and negotiating

| Content Descriptor   | How this is supported by EP Languages   |
|--|---|
| <p><b>LCH3-1C</b><br/>Uses Chinese to interact with others to exchange information and opinions, and to participate in classroom activities.</p> | <p>Getting Started with Chinese Units give students the language and vocabulary they need to exchange information about themselves, and basic opinions.</p> <ul style="list-style-type: none"> <li>● Getting Started with Chinese               <ul style="list-style-type: none"> <li>○ Unit 1: Greetings and Introductions</li> <li>○ Unit 2: Asking How You Are</li> <li>○ Unit 4: Age and Year Level</li> <li>○ Unit 5: Dates</li> <li>○ Unit 6: Colours</li> <li>○ Unit 7: Family</li> <li>○ Unit 8: Animals</li> <li>○ Unit 9: Food</li> <li>○ Unit 10: Classroom Commands</li> </ul> </li> </ul> <p>Each of the Getting Started with Chinese units have some very simple speaking activities where the students record themselves speaking. They can listen back to what they have recorded and teachers can listen and give feedback.</p> |

Objective: Accessing and responding – Obtaining, processing, and responding to information through a range of spoken, written, digital and/or multimodal texts

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <p><b>LCH3-2C</b><br/>Obtains and processes information in texts, using contextual and other clues.</p> | <p>In each Getting Started with Chinese unit, there is a comprehension section where students are required to watch a video in the target language with subtitles so that they can listen and read at the same time. They then have to answer comprehension questions based on the text. Question types include multichoice, drag and drop, and fill-in-the-gaps questions.</p> |
| <p><b>LCH3-3C</b><br/>Responds to texts using different formats.</p>                                    |   |



Objective: Composing: Composing – creating spoken, written, bilingual, digital and/or multimodal texts

| Content Descriptor   | How this is supported by EP Languages  |
|--|--|
| <b>LCH3-4C</b><br>Composes texts in Chinese using a series of sentences. | <p>In the Getting Started with Chinese units 6-10, students are required to put together slightly longer sentences using drag and drop activities to create sentences. These are sentences based on the language from the unit. In the extension section, students are required to fill in the gaps to complete sentences, and write some of their own sentences, based on the language introduced and modelled in the unit.</p> <p>When students are ready, they can progress to the Beginner units on similar topics which require them to write their own full sentences based on language from the unit.</p> <p>In both the Getting Started and Beginner Chinese units, there are speaking sections where students have to record themselves saying a sentence, or multiple sentences, in Chinese. At Getting Started level, students are usually required to construct one sentence, but from Beginner level they are required to produce multiple sentences.</p> |

## Understanding Strand

Objective: Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <b>LCH3-5U</b><br>Applies key features of Chinese pronunciation and intonation. | <p>In the Comprehension section in each of the Getting Started with Chinese units, students are required to listen to a variety of comprehension texts with native-speaker recordings. They also hear the recordings in the introduction sections of each unit, where there are recordings of all the key words and expressions. In the speaking section of each unit, students can then practise their pronunciation and intonation for these words and expressions, and they can apply what they have learned in the earlier sections.</p> <p>Using the Speaking Mode in vocabulary lists, students can also practise their pronunciation and intonation.</p> <p>At the Beginner level of our EP Languages course, there is a comprehensive speaking lesson which contains exercises to practise the pronunciation of both words and sentences.</p> |

|  |   |
|--|---|
|  | <p>In the first stage of this, in which they are able to focus on the different aspects of Chinese sound patterns as they record their pronunciation, then listen to their own 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 the pronunciation of entire sentences.</p>  |
| <p><b>LCH3-6U</b><br/>Applies basic Chinese writing conventions.</p>                                   | <p>In the writing section of the Getting Started with Chinese units, students are required to complete a variety of activities. First, they have to drag words into order to complete a sentence, and then, in the extension section, they are required to write some full word and full sentence answers, applying basic writing conventions.</p> <p>In the extension section, we also have the Focus on Form section which requires students to practise their spelling by dragging letters into the correct order to form a word.</p> <p>In our Beginner Chinese course, 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> |
| <p><b>LCH3-6U</b><br/>Demonstrates an understanding of Chinese grammatical structures.</p>             | <p>In the comprehension questions, students are required to understand basic grammatical features in context, and to answer comprehension questions based on texts containing these grammatical features. In the writing and speaking sections, students are required to put words into order and compose their own sentences using the basic grammatical structures that they have been exposed to.</p> <p>At Beginner level, there are a variety of grammar lessons available at each level which provide a detailed explanation and a series of scaffolded activities to practise the grammar point in context.</p>  |
| <p><b>LCH3-7U</b><br/>Recognises how texts and language use vary according to context and purpose.</p> | <p>At Beginner level 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> <p>At Beginner level in the Reading and Listening comprehension lessons, students are exposed to a wide variety of different text types with different contexts and purposes.</p>  |



Objective: The role of Language and Culture: Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

| Content Descriptor   | How this is supported by EP Languages   |
|--|---|
| <b>LCH3-8U</b><br>Makes connections between cultural practices and language use. | <p>Each level of the EP Languages course includes some cultural information in the introduction section of each unit which relates to the topic.</p> <p>The listening and reading comprehension texts are also written using appropriate cultural references - so the cultural knowledge is integrated throughout the unit</p> <p>Teachers can create their own lessons with EP Studio and can also edit our existing lessons. Additionally, they can use EP lessons as a starting point for discussion and reflection and can even add interactive reflection tools into the lessons such as google docs and padlet.</p> |

## Stage 4

### Communication Strand

Objective: Interacting – exchanging information, ideas, and opinions, socialising, planning, and negotiating

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <b>LCH4-1C</b><br>Uses Chinese to interact with others to exchange information, ideas and opinions, and make plans. | <p>Beginner/Intermediate Chinese units introduce material that enables students to interact with others about everyday matters, and exchange their ideas and opinions about simple topics.</p> <ul style="list-style-type: none"><li>● Beginner Chinese<ul style="list-style-type: none"><li>○ Unit 1: Greetings and Introductions</li><li>○ Unit 2: Family and Pets</li><li>○ Unit 3: The Classroom</li><li>○ Unit 4: Dates and Birthdays</li><li>○ Unit 5: Countries and Nationalities</li><li>○ Unit 6: Liking/Disliking Meals and Food</li><li>○ Unit 7: Describing People</li><li>○ Unit 8: School Subjects</li><li>○ Unit 9: Leisure Activities</li><li>○ Unit 10: My House</li></ul></li><li>● Intermediate Japanese</li></ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>○ Unit 1: Ordering and Buying Food</li> <li>○ Unit 2: Fashion and Shopping for Clothes</li> <li>○ Unit 3: My City</li> <li>○ Unit 4: Giving Directions</li> <li>○ Unit 5: Going on a Holiday</li> <li>○ Unit 6: Party Time</li> <li>○ Unit 7: Organising an Outing with Friends</li> <li>○ Unit 8: Daily Routine</li> <li>○ Unit 9: At the Doctor's</li> <li>○ Unit 10: Past Holidays</li> </ul> <p>As part of each EP Languages unit there is 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.</p> |
|--|---|

**Objective: Accessing and responding – Obtaining, processing, and responding to information through a range of spoken, written, digital and/or multimodal texts**

| <b>Content Descriptor</b>   | <b>How this is supported by EP Languages</b>  |
|---|---|
| <p><b>LCH4-2C</b><br/>Identifies main ideas in, and obtains information from texts.</p>                     | <p>In the Beginner/Intermediate Chinese units, there are comprehensive listening and reading comprehension sections in each unit. Each unit is made up of ten listening comprehension texts and ten reading comprehension texts. The texts have been written so that students are exposed to a variety of different text types. These include blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, brochures and many more. Students are required to answer a wide variety of comprehension questions based on these texts, including: multichoice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills, and students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts.</p> |
| <p><b>LCH4-3C</b><br/>Organises and responds to information and ideas in texts for different audiences.</p> |   |

**Objective: Composing: Composing – creating spoken, written, bilingual, digital and/or multimodal texts**

| <b>Content Descriptor</b> | <b>How this is supported by EP Languages</b>                   |
|---------------------------|--|
| <p><b>LCH4-4C</b></p>     | <p>In the writing section of the Beginner and Intermediate</p> |





|  |   |
|--|---|
| <p>Applies a range of linguistic structures to compose texts in Chinese, using a range of formats for different audiences.</p> | <p>Chinese units, 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> <p>As part of each Ep Languages unit there is 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.</p> <p>In the authentic task sections of Beginner and Intermediate Chinese units, students are required to compose texts that relate to the topic, but in a different context than what is required in the Writing section of the same unit. These include a variety of different formats for different audiences, some examples are: songs, movies and posters. These tasks take students beyond simply writing about themselves, and require them to think, write and speak about other people and environments.</p> |
|--|---|

## Understanding Strand

Objective: Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

| Content Descriptor   | How this is supported by EP Languages   |
|--|---|
| <p><b>LCH4-5U</b><br/>Applies Chinese pronunciation and intonation patterns.</p> | <p>In the listening comprehension section of each Beginner/Intermediate Chinese unit, the students are exposed to native-speaker pronunciation.</p> <p>In each unit at Beginner and Intermediate level there is a comprehensive speaking lesson which contains exercises to practise the pronunciation of both words and sentences. In the first stage of this, in which they are able to focus on the different aspects of Chinese sound patterns as they record their pronunciation, then listen to their own 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 the pronunciation of entire sentences.</p> |
| <p><b>LCH4-6U</b><br/>Demonstrates understanding of key aspects of Chinese</p>   | <p>In the writing lessons of each unit at Beginner and Intermediate level, students complete a variety of</p>   |

|   |  |
|---|--|
| writing conventions.  | 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. Students are expected to demonstrate understanding of key aspects of Chinese writing conventions within this.                                      |
| <b>LCH4-6U</b><br>Applies features of Chinese grammatical structures and sentence patterns to convey information and ideas. | In each of the Beginner/Intermediate Chinese units, there are grammar lessons which introduce key grammar points and provide students with explanations and scaffolded activities to practise the grammar point. Students can then use the grammar point in their writing and speaking activities to convey information and ideas. |
| <b>LCH4-7U</b><br>Identifies variations in linguistic and structural features of texts.                                     | In the listening and reading comprehension sections of the Beginner/Intermediate Chinese units, students are exposed to a variety of different texts and text types. Through the comprehension questions, they are required to recognise a variety of different linguistic and structural features.                                |

**Objective: The role of Language and Culture: Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity**

| <b>Content Descriptor</b>   | <b>How this is supported by EP Languages</b>  |
|---|---|
| <b>LCH4-8U</b><br>Identifies that language use reflects cultural ideas, values and beliefs. | <p>Each level of the EP Languages course includes some cultural information in the introduction section of each unit which relates to the topic.</p> <p>The listening and reading comprehension texts are also written using appropriate cultural references - so the cultural knowledge is integrated throughout the unit</p> <p>Teachers can create their own lessons with EP Studio and can also edit our existing lessons. Additionally, they can use EP lessons as a starting point for discussion and reflection and can even add interactive reflection tools into the lessons such as google docs and padlet.</p> |

## Stage 5

### Communication Strand

Objective: Interacting – exchanging information, ideas, and opinions, socialising, planning, and negotiating

| Content Descriptor  | How this is supported by EP Languages  |
|---|--|
| <p><b>LCH5-1C</b><br/>Manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and to make plans and negotiate.</p> | <p>The Intermediate Chinese units cover topics which expose students to the language they need to exchange information, ideas and opinions, and to make plans and negotiate.</p> <p>Within each of the units, students have speaking tasks that require them to exchange information, ideas and opinions, and to make plans and negotiate in the target language.</p> <p><b>Units which focus on exchanging information ideas and opinions:</b></p> <ul style="list-style-type: none"> <li>● Intermediate Chinese           <ul style="list-style-type: none"> <li>○ Unit 2: Fashion and Shopping for Clothes</li> <li>○ Unit 4: Giving Directions</li> <li>○ Unit 6: Party Time</li> <li>○ Unit 8: Daily Routine</li> <li>○ Unit 9: At the Doctor’s</li> <li>○ Unit 10: Past holidays</li> </ul> </li> </ul> <p><b>Units which focus on making plans:</b></p> <ul style="list-style-type: none"> <li>● Intermediate Chinese           <ul style="list-style-type: none"> <li>○ Unit 5: Going on Holiday</li> <li>○ Unit 6: Party Time</li> <li>○ Unit 7: Organising an Outing with Friends</li> </ul> </li> </ul> <p><b>Units which focus on negotiating:</b></p> <ul style="list-style-type: none"> <li>● Intermediate Chinese           <ul style="list-style-type: none"> <li>○ Unit 1: Ordering and Buying Food</li> <li>○ Unit 2: Fashion and Shopping for Clothes</li> <li>○ Unit 4: Giving Directions</li> <li>○ Unit 9: At the Doctor’s</li> </ul> </li> </ul> <p>As part of each EP Languages unit there is 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</p> |

partner.

**Objective: Accessing and responding – Obtaining, processing, and responding to information through a range of spoken, written, digital and/or multimodal texts**

| Content Descriptor  | How this is supported by EP Languages  |
|---|--|
| <p><b>LCH5-2C</b><br/>Identifies and interprets information in a range of texts.</p>  | <p>In the Intermediate Chinese units, there are comprehensive listening and reading comprehension sections in each unit. Each unit is made up of ten listening comprehension texts and ten reading comprehension texts. The texts have been written so that students are exposed to a variety of different text types. These include blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, brochures and many more. Students are required to answer a wide variety of comprehension questions based on these texts, including: multichoice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills, and students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts.</p> |
| <p><b>LCH5-3C</b><br/>Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.</p> |  |

**Objective: Composing: Composing – creating spoken, written, bilingual, digital and/or multimodal texts**

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <p><b>LCH5-4C</b><br/>Experiments with linguistic patterns and structures to compose texts in Chinese using a range of formats for a variety of contexts, purposes and audiences.</p> | <p>In the writing section of the Intermediate Chinese units, 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. Students are also presented with key information about features of different text types.</p> <p>As part of each of the Intermediate Chinese units, there is 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 monologues and conversations with a partner relating to the topic.</p> <p>In the Extra for Experts section of the Intermediate Chinese units, students are required to compose written and spoken</p> |

texts which involve a range of formats for a variety of contexts, purposes and audiences. These include catalogues, recipes, instructions, itineraries, brochures, and many more. Students are expected to use the language from the unit to complete the task.

## Understanding Strand

Objective: Systems of language – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

| Content Descriptor  | How this is supported by EP Languages   |
|---|---|
| <p><b>LCH5-5U</b><br/>Demonstrates how Chinese pronunciation and intonation are used to convey meaning.</p>         | <p>In each unit at Beginner and Intermediate level there is a comprehensive speaking lesson which contains exercises to practise the pronunciation of both words and sentences. In the first stage of this, in which they are able to focus on the different aspects of Chinese sound patterns as they record their pronunciation, then listen to their own 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 the pronunciation of entire sentences.</p> <p>Students are able to listen back to their recording and moderate their pronunciation and intonation, and can re-record as many times as they choose to in order to make this accurate.</p> |
| <p><b>LCH5-6U</b><br/>Demonstrates understanding of how Chinese writing conventions are used to convey meaning.</p> | <p>In the writing lessons of each unit at Beginner and Intermediate level, 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. In these writing tasks, they must demonstrate an understanding of how writing conventions are used to convey meaning.</p>   |
| <p><b>LCH5-6U</b><br/>Analyses the function of complex Chinese grammatical structures to extend meaning.</p>        | <p>In each Intermediate Chinese unit, there is a grammar section which introduces students to some key grammatical points. There are explanations of each grammar point, and a series of scaffolded activities to practise it. Students are then required to demonstrate their understanding of the grammar point later in the unit by using it in context in their writing and speaking activities.</p>  |
| <p><b>LCH5-7U</b><br/>Analyses linguistic, structural and cultural features in a range of texts.</p>                | <p>In the reading and listening comprehension texts in the Intermediate Chinese units, students are exposed to a wide variety of oral, written and visual texts, and are required to</p>  |



|  |  |
|--|--|
|  | analyse these within the context of the comprehension questions. |
|--|--|

**Objective: The role of Language and Culture: Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity**

| <b>Content Descriptor</b>  | <b>How this is supported by EP Languages</b>  |
|--|---|
| <b>LCH5-8U</b><br>Explains and reflects on the interrelationship between language, culture and identity. | <p>Each level of the EP Languages course includes some cultural information in the introduction section of each unit which relates to the topic.</p> <p>The listening and reading comprehension texts are also written using appropriate cultural references - so the cultural knowledge is integrated throughout the unit</p> <p>Teachers can create their own lessons with EP Studio and can also edit our existing lessons. Additionally, they can use EP lessons as a starting point for discussion and reflection and can even add interactive reflection tools into the lessons such as google docs and padlet.</p> |