



VC French Years 7-10

EP Curriculum Map

Years 7-8 Achievement Standard

Content Descriptor	How EP Languages Supports This
<p>By the end of Year 8, students can use French to interact with each other, teachers and online French-speaking contacts, to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.</p>	<p>Getting Started with French</p> <ul style="list-style-type: none">• Unit 01: Greetings and Introductions• Unit 07: Family• Unit 08: Animals• Unit 09: Likes and Dislikes: Food and Activities <p>Beginner French</p> <ul style="list-style-type: none">• Unit 01: Greetings and Introductions• Unit 02: Talking about Family and Pets• Unit 05: Countries and Nationalities• Unit 06: Liking and Disliking Food• Unit 07: Describing Myself• Unit 08: Liking and Disliking School Subjects• Unit 09: Leisure Activities• Unit 10: My House <p>All EP Languages units contain a speaking and a writing section, where students are required to complete either a written response, or record a spoken answer. In these responses, students are required to exchange information, opinions, experiences, thoughts and feelings about themselves, their families and friends.</p>
<p>They initiate and sustain conversation by using active listening skills and responding to others' contributions (for example, c'est vrai ...; ah oui, en effet ...; pas possible!).</p> <p>They respond to familiar questions and directions (such as Qu'est-ce que c'est? Qui est-ce? Posez la question à ...), and request help or clarification (for example, Pardon? Pourquoi? Peux-tu répéter?).</p>	<p>In Getting Started with French Unit 6 and Beginner Unit 3, useful classroom language and expressions are introduced to students so they can respond to familiar questions and request help and clarification.</p> <p>In the speaking sections of the EP Languages units, there are questions which require students to answer spoken questions by recording their answers, and also to record a conversation with a friend where they respond to each others' contributions.</p> <p>The reading and listening comprehension passages also contain incidental occurrences of these conversational techniques.</p> <p>In our vocabulary lists we also have lists which help with remembering formulaic conversational expressions.</p>

<p>They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as -r, -u and -ille.</p>	<p>In each unit there is a comprehensive speaking unit which contains exercises to practise word level and sentence level pronunciation. 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>The listening and dictation modes included with vocabulary lists also allow students to listen to the pronunciation.</p> <p>In the EP Languages units, each section has an extensive listening comprehension section where each listening comprehension passage is recorded by a native speaker so students are exposed to native pronunciation.</p>
<p>They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (for example, je suis italien-australien; j'habite à Cairns; j'ai une sœur et deux frères; j'aime chanter; et toi?).</p>	<ul style="list-style-type: none"> ● Getting Started with French <ul style="list-style-type: none"> ○ Unit 4: Numbers and Age ○ Unit 7: Family ○ Unit 8: Pets ○ Unit 9: Food ● Beginner French <ul style="list-style-type: none"> ○ Unit 2: Family and Pets ○ Unit 5: Countries and Nationalities ○ Unit 6: Talking about Meals/Liking Disliking Food ○ Unit 7: Descriptions ○ Unit 8: Liking and Disliking School Subjects ○ Unit 9: Leisure Activities ○ Unit 10: My House
<p>They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning.</p>	<p>In all the EP Languages units, students are exposed to a variety of written spoken and visual texts in which they have to locate information in order to answer comprehension questions. As the levels progress, the complexity of the texts and questions increase.</p> <p>Teachers and students can also use the search function in the content library to find relevant content in a variety of forms, including smart lessons, vocabulary lists, fun multi-choice questions with images, and exams. Both</p>

	<p>teachers and students can also create their own content, which they can use within their own school or share with schools around the world.</p>
<p>They describe familiar objects, contexts and experiences (such as la maison, le quartier, l'école), using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (for example: grand, petit, belle, bizarre), character (for example, sympa, compliqué) and quantity (for example: les numéros, beaucoup de ...).</p>	<p>Beginner French</p> <ul style="list-style-type: none"> ● Unit 7: Descriptions ● Unit 8: Liking and Disliking School Subjects ● Unit 9: Leisure Activities ● Unit 10: My House <p>Intermediate French</p> <ul style="list-style-type: none"> ● Unit 4: My Town and Giving Directions
<p>They use modelled sentence structures, formulaic expressions and high frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations.</p>	<p>All the EP Languages texts in the listening and reading comprehension sections are based on formulaic expressions and high frequency vocabulary. Students are then required to use these expressions and vocabulary, in the writing, speaking and "extra for experts" section where the tasks ask them to create a variety of different text types.</p>
<p>They use conjunctions and connectives (such as puis, ensuite and mais), and prepositions of place and time (such as sous, sur, devant, après and avant) to build cohesion and extend sentence structure.</p>	<p>The listening and reading comprehension texts have been written to include different word types such as conjunctions, connectives and prepositions and students are encouraged to use these in their writing.</p>
<p>They translate short texts and explain French gestures, expressions or signs to friends and family.</p> <p>They provide examples of how languages do not always translate directly, and how interpreting and translating involve meaning (for example: values, ideas, attitudes), as well as parts of speech (such as nouns, verbs, adverbs).</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>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.</p> <p>Our reading and listening comprehension activities in the EP Languages units do not require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>
<p>They adjust language use to suit contexts and situations (for example, use of tu or vous, different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.</p>	<p>In each of our EP Languages units, we have used different registers of language where appropriate, and shown examples of both informal and formal language. In each of the EP Languages units, we make reference to different cultural aspects where appropriate. In the Introduction section of each unit, cultural information relevant to the unit is introduced, and the texts for each unit have been written to include key cultural</p>

	references.
Students provide examples of the dynamic nature of contact between languages and cultures in the contemporary world. They identify the significance of French as a world language and the distribution of communities of French speakers in different countries and regions.	In the EP Languages programme, where appropriate we have made reference to other French-speaking countries, and used them to provide different contexts and comparisons. At advanced level, we also have a whole unit focused on Francophone countries around the world.
They give examples of similarities between French and English (for example: the same alphabet and basic sentence structure, many words in common), and some differences (such as pronunciation and intonation patterns, non-verbal language, grammatical gender forms and politeness protocols).	In each of the EP Languages units, there is a comprehensive grammar section which introduces key grammar points for that unit. The grammar sections are made up of an introduction which explains the grammar point, then scaffolded activities to practise the grammar point. In these sections, students are made aware of the similarities and differences between French and English.
They identify French words used in English (such as 'menu', 'mousse'), English words used in French (such as le weekend, le football), and explain how languages and cultures influence and interact with each other (technology, globalisation, popular culture).	In each unit, where it is appropriate, students will see where English words are used in French, and where French words are used in English. This also occurs in the vocabulary list sections of the programme.
They know that French has its own rules for pronunciation, grammar and non-verbal communication, and that they need to adjust language to suit different situations and relationships (for example, formal and informal language, different text types). They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French.	Each of the EP Languages units introduces elements of the French grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point is explained, and then an extensive variety of scaffolded activities ranging from recognition to free production. Aspects of grammar are also reinforced and practised in the vocabulary lists, especially features such as gender and verb forms. In each of our EP Languages units, we have used different registers of language where appropriate and have shown examples of both informal and formal language.
Students give examples of how languages are connected with cultures, and of how French language reflects ways of behaving and thinking as does their own language.	Each of the EP Languages units has a cultural 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 students become familiar with the culture as they learn the language.

Years 7-8 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>VCFRC091: Interact with peers and teacher to exchange information and opinions, talk about self, family, friends, and interests, and express feelings, likes and dislikes.</p>	<p>Talk about self:</p> <ul style="list-style-type: none"> ● Getting Started with French <ul style="list-style-type: none"> ○ Unit 1: Greetings and Introductions ○ Unit 2: Asking How You Are ○ Unit 4: Numbers and Age ● Beginner French <ul style="list-style-type: none"> ○ Unit 1: Greetings and Introductions ○ Unit 4: Dates and Birthdays ○ Unit 5: Countries and Nationalities ○ Unit 7: Describing People <p>Talk about family and friends:</p> <ul style="list-style-type: none"> ● Getting Started with French <ul style="list-style-type: none"> ○ Unit 7: Family ● Beginner French <ul style="list-style-type: none"> ○ Unit 2: Family and Pets ○ Unit 7: Describing People <p>Talk about interests and Likes and dislikes, Express Feelings</p> <ul style="list-style-type: none"> ● Getting Started with French <ul style="list-style-type: none"> ○ Unit 9: Likes and dislikes: Food and Activities ● Beginner French <ul style="list-style-type: none"> ○ Unit 6: Liking and Disliking Food ○ Unit 8: Liking and Disliking School Subjects ○ Unit 9: Leisure Activities. <p>In the above Units, students learn how to communicate about themselves, their family and friends, and how to express their feelings and their likes and dislikes. They are introduced to new language concepts in the introduction sections and then have understanding tested in the listening and reading comprehension sections and the vocabulary practice section. The students will then be required to produce their own language on these topics in the writing and speaking sections.</p>
<p>VCFRC092: Participate in collaborative activities, such</p>	<p>As part of each EP Languages unit there is a</p>

<p>as performances and presentations that involve planning, making arrangements, transacting and negotiating.</p>	<p>comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in French relating to a topic and record their answers. Students are also required to record conversations with a partner.</p> <p>Planning and making arrangements are covered in the given units:</p> <ul style="list-style-type: none"> • Intermediate Units 5, 6, 7 <p>In these units transacting and negotiating are covered:</p> <ul style="list-style-type: none"> • Beginner Unit 6 • Intermediate Units 1, 2, 3, 4
<p>VCFRC093: Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission.</p>	<ul style="list-style-type: none"> • Getting Started Units 5, 6 • Beginner Unit 3

Informing

Content Descriptor	How EP Languages Supports This
<p>VCFRC094: Locate factual information from a range of texts and resources and use the information in new ways.</p>	<p>In the reading and listening comprehension sections of each 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.</p>
<p>VCFRC095: Present information and ideas relating to social worlds and natural environments in spoken, written and digital forms.</p>	<p>Students are required to present information in spoken, written and digital forms in the speaking and writing sections of each EP Languages unit.</p>

Creating

Content Descriptor	How EP Languages Supports This
<p>VCFRC096: Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects.</p>	<p>In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics.</p>
<p>VCFRC097: Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences</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 and</p>

purposes.

In the “extra for experts” section, students are required to complete a more creative task in the target language that relates to the unit studied.

Translating

Content Descriptor	How EP Languages Supports This
<p>VCFRC098: Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not.</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>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.</p> <p>Our reading and listening comprehension activities in the EP Languages units don't require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>
<p>VCFRC099: Create bilingual texts and resources such as learning support materials, games or posters, while deciding how to deal with elements that cannot be readily translated.</p>	<p>Students have the ability to create their own vocabulary lists and smart lessons within our system which they can use for their own learning support. In this process they will be required to decide how to deal with elements that cannot be readily translated.</p>

Reflecting

Content Descriptor	How EP Languages Supports This
<p>VCFRC100: Engage with French speakers and resources, noticing how interaction involves culture as well as language</p> <p>VCFRC101: Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity.</p>	<p>Each of the EP Languages units has a cultural 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>At beginner level, there is a cultural lesson which introduces some key cultural elements relating to the unit and requires the students to reflect on this.</p>

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
<p>VCFRU102: Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation.</p>	<p>In the EP Languages units, 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 French sound system including pitch, rhythm, stress and intonation. There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation.</p> <p>The speaking lessons contain exercises to practise word level and sentence level pronunciation. 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>VCFRU103: Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs.</p>	<p>In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is 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 following grammar points are covered in these units:</p> <ul style="list-style-type: none"> ● Word order: Beginner units 1-10 writing sections ● Gender and number variation: Beginner Units 3, 5, 6, 7, 10 ● Present and compound forms of regular verbs: Beginner Units 6, 8, 9 ● Present and compound forms of irregular verbs: Beginner Units 2, 3, 6, 7, 9 <p>In the writing lessons for each unit, students are required to put these grammatical concepts into</p>

	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 into context.
VCFRU104: Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English.	Students are exposed to a wide range of spoken, written and visual texts in the listening and reading comprehension sections of EP Languages. They are then required to recognise and use these features in their own writing and speaking.

Language variation and change

Content Descriptor	How EP Languages Supports This
VCFRU105: Recognise that French language use varies according to context, situation and relationship.	In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context. Throughout the EP Languages units, we have tried to include many references to different French-speaking countries to highlight that French is both a local and global language.
VCFRU106: Understand the dynamic nature of French and other languages.	
VCFRU107: Recognise that French is both a local and a global language.	

Role of language and culture

Content Descriptor	How EP Languages Supports This
VCFRU108: Explore the relationship between language and culture.	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. At beginner level, there is a cultural lesson for each unit which introduces some key cultural information and requires them to reflect on this.

Years 9-10 Achievement Standard

Content Descriptor	How EP Languages Supports This
<p>By the end of Year 10, students use written and spoken French to socialise with peers, teachers, and other French speakers in local contexts and online environments.</p>	<p>In all of the EP Languages units, students use written and spoken French to communicate in different environments, and they are also exposed to a wide variety of spoken and written texts.</p>
<p>They communicate about immediate and personal interests and involvements (such as family, friends, interests), and some broader social and cultural issues (such as health, social media, international experience, the environment).</p>	<p>Beginner French</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 7: Descriptions ● Unit 8: Liking and Disliking School Subjects ● Unit 9: Leisure Activities ● Unit 10: My House <p>Intermediate French</p> <ul style="list-style-type: none"> ● Unit 1: Ordering in a Restaurant ● Unit 2: Recipes and Shopping for Food. ● Unit 3: Fashion and Shopping for Clothes ● Unit 4: My Town and Giving Directions ● Unit 5: Going on Holiday ● Unit 6: Planning a Party ● Unit 7: Organising an Outing with Friends ● Unit 9: At the Doctors ● Unit 10: Talking about Holidays <p>Advanced French</p> <ul style="list-style-type: none"> ● Unit 6: The Environment ● Unit 7: Technology and Social Media
<p>They approximate rhythms and intonation patterns of extended and compound sentences, using syllable combinations, and building fluency and accuracy in pronunciation, pitch and stress.</p>	<p>In each unit there is a comprehensive speaking unit which contains exercises to practise word level and sentence level pronunciation. 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>The listening and dictation modes included with vocabulary lists also allow students to listen to the pronunciation.</p> <p>Each unit has an extensive listening comprehension section where each listening comprehension passage is recorded by a native speaker so that students are exposed to native pronunciation.</p>

<p>They use the passé composé tense of regular verbs with avoir and être, noticing that the participe passé form of verbs with être involves gender and number agreement.</p>	<p>Intermediate French:</p> <ul style="list-style-type: none"> • Units 6, 9, 10
<p>They identify the form and function of reflexive verbs (such as se laver, se lever), and use appropriate forms of possessive adjectives in own language production.</p>	<ul style="list-style-type: none"> • Reflexive verbs: Intermediate: Unit 8 • Possessive adjectives: Beginner Unit 2, Advanced Unit 7
<p>They locate, interpret and analyse information from different print, digital and community sources, and communicate information, ideas and views in a range of contexts using different modes of presentation.</p> <p>They make distinctions between familiar text types, such as greetings, instructions and menus, commenting on differences in language features and text structures.</p>	<p>Students are exposed to a wide variety of text types within the listening and reading comprehension sections. Text types at Intermediate level include: comics, recipes, reviews, articles, emails, diary entries, blog posts, online messages, advertisements, phone messages, schedules and many more.</p> <p>In the writing lessons, students learn about key features of different text types and have to write their own examples of different text types in the open ended tasks after completing a variety of scaffolded activities.</p>
<p>They use expressive and descriptive vocabulary to talk about feelings and experiences.</p>	<p>In the Intermediate and Advanced units, students are introduced to and are required to use expressive and descriptive vocabulary to talk about feelings and experiences.</p>
<p>They create imaginative and performative texts for a range of purposes, such as entertaining or persuading. They use French to narrate and describe, matching modes of presentation to context and intended audience.</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 and purposes.</p> <p>Each unit has an “extra for experts” section where students are required to complete a creative task in French using the language learned in the unit. They then use our file uploading function to upload what they have produced onto the platform, where teachers can view their work and give feedback. Tasks include posters, videos, recordings, documents and presentations. For most units, students can choose their final product.</p>
<p>They create bilingual texts (such as guides, event commentaries, cultural glossaries), and interpret observed interactions in terms of cultural practices and comparisons.</p>	<p>Students can create their own bilingual vocabulary lists, or smart lessons, to help support their learning.</p>
<p>Students identify differences between spoken and written forms of French, comparing these with English and other known languages. They identify the importance of non-verbal elements of communication, such as facial expressions, gestures and intonation.</p>	<p>Each unit introduces elements of the French grammatical system in context as it is appropriate for the learners of each level. Within each unit, there are comprehensive grammar lessons which focus on relevant grammar points for that unit - these include introduction/teaching sections where the grammar point</p>

<p>They use metalanguage for talking about language (such as formal and informal language, body language) and for reflecting on the experience of French language and culture learning.</p> <p>They identify relationships between parts of words (such as suffixes, prefixes) and stems of words (such as préparer, préparation; le marché, le supermarché, l'hypermarché)</p>	<p>is explained, followed by an extensive variety of scaffolded activities, ranging from recognition to free production. Through completing these units, students will be able to make comparisons between French and English.</p> <p>Aspects of grammar are also reinforced and practised in the EP vocabulary lists especially features such as gender and verb forms.</p>
<p>Students identify the validity of different perspectives, and make comparisons across languages and cultures, drawing from texts which relate to familiar routines and daily life (for example, la vie scolaire, la famille, les courses, les loisirs, la cuisine).</p> <p>They explain to others French terms and expressions that reflect cultural practices (such as bon appétit, bonne fête). They reflect on their own cultural identity in light of their experience of learning French, discussing how their ideas and ways of communicating are influenced by their membership of cultural groups.</p>	<p>Our units have been written to show different cultural perspectives and to reflect cultural practices. They often compare French culture and daily life to Australian daily life. In these units, important cultural expressions are also introduced.</p> <p>Here are some of the units that have a strong cultural focus and compare aspects of French life with Australian life:</p> <p>Beginner French</p> <ul style="list-style-type: none"> ● Unit 2: Family and Pets ● Unit 6: Food ● Unit 8: School ● Unit 9: Leisure Activities <p>Intermediate French</p> <ul style="list-style-type: none"> ● Unit 1: Ordering in a Restaurant ● Unit 2: Shopping for Food ● Unit 3: Fashion and Shopping for Clothes. ● Unit 6: Birthdays and Celebrations. ● Unit 8: Daily Routine <p>Advanced French</p> <ul style="list-style-type: none"> ● Unit 5: Going on an Exchange to France

Years 9-10 Content Descriptors

Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p>VCFR109: Socialise and exchange views on local and global issues.</p>	<p>In the Intermediate French units, students are exposed to a variety of topics that relate to their local</p>

	<p>environment and global environment. Intermediate Units 4, 5, 10 all discuss different local and global environments in different contexts. At Advanced level, there are several units focussed on global issues. These are:</p> <ul style="list-style-type: none"> ● Unit 6: The Environment ● Unit 9: Immigration, Racism and Inequality
<p>VCFRC110: Participate in collaborative projects that make connections between French language and culture and other curriculum areas.</p>	<p>Many of the EP Languages units make links between French language and culture. For example:</p> <p>Beginner French</p> <ul style="list-style-type: none"> ● Unit 6: Food and Meals ● Unit 8: School Subjects ● Unit 10: Housing <p>Intermediate French</p> <ul style="list-style-type: none"> ● Unit 1: Ordering in a Restaurant ● Unit 2: Recipes and Shopping for Food ● Unit 4: Places and Directions ● Unit 6: Birthdays and Celebrations <p>Although there is not obvious reference to other curriculum areas, some of the units tie in with Social Studies looking at aspects of French life and Geography of France.</p> <p>Teachers can use our EP Studio tools to edit the lessons to add in collaborative project tasks and also create lessons which link to other curriculum areas.</p>
<p>VCFRC111: Develop classroom language to manage shared learning experiences, monitor performance, and discuss French language and culture learning.</p>	<p>Beginner Unit 3 introduces useful classroom language.</p>

Informing

Content Descriptor	How EP Languages Supports This
<p>VCFRC112: Access and analyse information from different sources, identifying how culture and context influence the presentation of ideas.</p>	<p>Students are introduced to a range of text types in the reading and listening comprehension sections in both the Beginner and Intermediate French units. These texts have been written to include key cultural concepts that are relevant to the topics.</p> <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>VCFRC113: Convey information on selected topics using</p>	<p>Students are required to convey information on</p>



different modes of presentation to suit different audiences.	different topics through both the speaking and writing activities in each unit.
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Creating

Content Descriptor	How EP Languages Supports This
VCFRC114: Respond to a range of traditional and contemporary texts, and compare themes and language style.	Students are introduced to a range of written, audio and visual texts in the reading and listening comprehension sections in all levels of the EP French units. They are required to respond to these texts in a variety of different ways.
VCFRC115: Create imaginative texts to entertain, convey ideas and express emotions.	In the writing section for each of the units, students are required to complete a variety of writing tasks in the target language which relate to the topic. In these tasks, they are required to convey ideas and sometimes express emotion. In the speaking section of each unit, students are required to complete a variety of spoken tasks where they need to convey ideas and sometimes express emotion. In the “extra for experts” section, students are required to complete a variety of tasks which use the language learned in the unit in a more creative way.

Translating

Content Descriptor	How EP Languages Supports This
VCFRC116: Consider the nature of translating and interpreting, and the role of culture when transferring meaning from one language to another.	Our translation lists provide students with plenty of translation practice at both the 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. Our writing lessons within our Beginner and Intermediate French units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level. Our reading and listening comprehension activities in the units don't require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.
VCFRC117: Create bilingual texts such as glossaries, footnotes or captions to interpret cultural aspects of	Students have the ability to create their own vocabulary lists and smart lessons within our system, which they



texts.	can use for their own learning support.
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Reflecting

Content Descriptor	How EP Languages Supports This
VCFRC118: Interact with French speakers and resources, recognising that intercultural communication involves shared responsibility for meaning making.	Teachers are able to easily edit our lessons with EP Studio and add interactive elements such as padlets and google docs. If you have a relationship with a class set up in a French speaking country, you could have a shared padlet or google doc where students on both ends input information about a given topic and this could be linked through the EP Lesson.
VCFRC119: Consider and discuss own and others' cultural identities, and how they both shape and are shaped by ways of communicating and thinking.	Teachers can use the EP lessons as a starting point for discussion on each others' cultural identities.

Understanding

Systems of language

Content Descriptor	How EP Languages Supports This
VCFRU120: Recognise the regularities and irregularities of spoken French, and use pronunciation, rhythm and stress in increasingly complex ways.	In the Listening Comprehension sections of the French units, students are exposed to an extensive number of listening comprehension texts which have all been recorded by native speakers. In these texts, they hear different aspects of pronunciation, rhythm and stress. In the Speaking section of each unit, they are required to record themselves speaking in the French and they can listen back to their pronunciation, and self-moderate their own pronunciation. In the speaking mode of vocabulary lists, students can record their pronunciation of a word and compare it to native speaker pronunciation. This is a really helpful way for them to improve their pronunciation and focus on rhythm and stress.
VCFRU121: Extend grammatical knowledge, including the forms and functions of reflexive verbs, verb moods and modality, and the imperfect tense.	Each of the Languages in Action units has a different grammatical focus. There are extensive Grammar lessons within each unit which introduce the grammar point followed by scaffolded activities to practise ranging from recognition to free production. Specific Grammar points: <ul style="list-style-type: none"> ● Reflexive verbs: Intermediate Unit 8 ● Verb modality: Intermediate Units 1, 7 ● Imperfect tense: Intermediate Units 6, 9, 10

	<ul style="list-style-type: none"> ● Imperative: Intermediate Units 2, 4, 9 ● Subjunctive: Advanced Units 3, 6, 8 ● Conditional: Advanced Units 1, 2, 7, 10
VCFRU122: Analyse and compose different types of texts using appropriate linguistic, textual and cultural elements.	In the listening and reading comprehension sections for each of the French units, students are exposed to a number of different text types and are required to analyse these by responding to a variety of different questions. They are also required to compose their own texts in the writing and speaking sections of each unit.

Language variation and change

Content Descriptor	How EP Languages Supports This
VCFRU123: Recognise that French is used in varying ways to achieve different purposes.	Throughout the Beginner and Intermediate French units, students are exposed to over 400 listening and reading comprehension texts in French, so are therefore required to recognise that French is used in varying ways to achieve different purposes.
VCFRU124: Examine the nature of language change in response to changing cultural conditions.	This is not currently addressed in our programme.
VCFRU125: Understand the symbolic nature of language in local and global contexts.	<p>In our units, we aim to include as many references as possible to the fact that French is a global language, and is spoken in many different countries around the world. We make a conscious effort to compare French and Australian life in many of the units.</p> <p>Some of the following units make reference to different French-speaking countries and also different towns in France.</p> <p>Beginner French</p> <ul style="list-style-type: none"> ● Unit 5: Countries and Nationalities <p>Intermediate French</p> <ul style="list-style-type: none"> ● Unit 4: Places and Directions ● Unit 5: Going on Holiday ● Unit 10: Past Holidays

Role of language and culture

Content Descriptor	How EP Languages Supports This
VCFRU126: Explore the dynamic nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs.	This is not explicitly addressed in our programme. Teachers can use the EP Studio tools to create additional resources in this area.