

# WA Curriculum: French Year 3 to Year 10

## EP Curriculum Map

Year 3

### Communicating

Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC019</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language and gestures, to exchange information about friends and family members, for example, <i>J'ai deux sœurs et j'ai un frère; Mon frère s'appelle Jack; Mon amie Julie est très jolie !; Elle a six ans; Mon grand-père est très gentil !</i></p> <p>Participate in routine exchanges such as asking each other how they are and offering wishes, for example, <i>Salut, Nicole, ça va ? Pas mal, et toi ?; Bonjour, Madame Patou, comment allez-vous ?; Bonne nuit, Papa !; Bonjour Messieurs; A demain, Mademoiselle; A bientôt !; Bon courage</i></p>	<p><b>Getting Started: unit 4:</b>  <b>Numbers and Age:</b>  <a href="#">4.1: Numbers and Age from 1-10</a>  <a href="#">4.2: Numbers from 11-20</a>  <a href="#">4.3: Numbers from 21-30</a>  <a href="#">4.4: Practice</a>  <a href="#">4.5: Extension</a>  <a href="#">4.6: Speaking</a></p> <p><b>Getting Started unit 7: Family:</b>  <a href="#">7.1: Talking about your close family</a>  <a href="#">7.2: Talking about your extended family</a>  <a href="#">7.3: Practice</a>  <a href="#">7.4: Extension</a>  <a href="#">7.5: Speaking</a>  <a href="#">7.6: Authentic task</a></p> <p><b>Getting started unit 8: Animals</b>  <a href="#">8.1: Pets</a>  <a href="#">8.2: Farm animals</a>  <a href="#">8.3: Wild animals</a>  <a href="#">8.4: Practice</a>  <a href="#">8.5: Extension</a>  <a href="#">8.8: Speaking</a>  <a href="#">8.7: Authentic task</a></p> <p><b>Beginner unit 2: Family and Pets</b>  <a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a></p>



[Speaking](#)

[Grammar: The verb to have](#)

[Grammar: Showing possession](#)

[Authentic task](#)

**Beginner unit 7: Describing people:**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic task](#)

[Cultural lesson](#)

**Participating in routine exchanges:**

**Getting started: Unit one: Greetings and Introductions:**

[Unit 1.1: Introductions](#)

[Unit 1.2: Greetings](#)

[Unit 1.3: Goodbyes](#)

[Unit 1.4: Practice](#)

[Unit 1.5: Extension](#)

[Unit 1.6: Speaking](#)

[Unit 1.7: Authentic task](#)

**Getting Started: Unit two: Asking How you are:**

[Unit 2.1: Asking how you are](#)

[Unit 2.2: More feelings](#)

[Unit 2.3: Practice](#)

[Unit 2.4: Extension](#)

[Unit 2.5: Speaking](#)

[Unit 2.6: Authentic task](#)

**Beginner: Unit one:**

**Greetings and Introductions:**

[1. Introduction](#)

[2. Vocabulary practice](#)

[3. Listening comprehension](#)

[4. Reading comprehension](#)

[5. Writing](#)

[6: Speaking](#)

[7. Grammar: Formalities](#)

[8. Authentic tasks](#)

[9. Cultural lesson](#)

**Beginner unit 4: Dates and Birthdays**



[Introductions](#)  
[Vocabulary practice](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Grammar: Writing the date](#)  
[Grammar: Avoir and writing your age](#)  
[Authentic task](#)  
[Cultural lesson](#)

**Beginner Unit 5: Countries and Nationalities**

[Introduction](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Authentic task](#)  
[Cultural lesson](#)

**Beginner unit 7: Describing people:**

[Introduction](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Authentic task](#)  
[Cultural lesson](#)

**ACLFRC020**

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements, asking for help and permission

**Participating in class experiences:**

**Getting Started unit 5: Classroom objects:**

[5.1: Common classroom objects](#)  
[5.2: More classroom objects](#)  
[5.3: Practice](#)  
[5.4: Extension](#)  
[5.5: Speaking](#)  
[5.6: Authentic task](#)

**Getting Started unit 6: Classroom commands:**

[6.1: Introduction to classroom commands](#)  
[6.2: Extra classroom commands](#)  
[6.3: Practice](#)  
[6.4: Extension](#)



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	<p><a href="#">6.5: Speaking</a></p> <p><b>Beginner unit 3: The Classroom</b></p> <p><a href="#">Introduction</a>  <a href="#">Vocabulary practice</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Grammar: Articles</a>  <a href="#">Grammar: Avoir</a>  <a href="#">Authentic tasks</a>  <a href="#">Cultural lesson</a></p>
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## Year 4

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC019</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>J'arrive à l'école à 8h 30; Le samedi, je fais du cheval et le dimanche je joue au netball; J'aime les sports et les voyages – mais mon ami adore la musique !</i></p>	<p><b>Getting started unit 9: Likes and dislikes: Food and Activities:</b></p> <p><a href="#">9.1: Introduction to food</a>  <a href="#">9.2: Activities</a>  <a href="#">9.3: Practice</a>  <a href="#">9.4: Extension</a>  <a href="#">9.5: Speaking</a>  <a href="#">9.6: Authentic task</a></p> <p><b>Beginner Unit 9: Leisure activities:</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Grammar: ER verbs</a>  <a href="#">Grammar: Faire</a></p>



[Grammar aller/aimer](#)  
[Grammar: aller/aimer + infinitive](#)  
[Authentic tasks](#)

**Beginner French: Unit 8 School subjects:**

[Introduction](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Authentic tasks](#)  
[Cultural lesson](#)

**ACLFRC020**

Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving problems and sharing decisions such as **creating** a display or conducting a role play or scenario, science experiments, cooking or craft activities

**Getting Started unit 5: Classroom objects:**

[5.1: Common classroom objects](#)  
[5.2: More classroom objects](#)  
[5.3: Practice](#)  
[5.4: Extension](#)  
[5.5: Speaking](#)  
[5.6: Authentic task](#)

**Getting Started unit 6: Classroom commands:**

[6.1: Introduction to classroom commands](#)  
[6.2: Extra classroom commands](#)  
[6.3: Practice](#)  
[6.4: Extension](#)  
[6.5: Speaking](#)

**Beginner unit 3: The Classroom**

[Introduction](#)  
[Vocabulary practice](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Grammar: Articles](#)  
[Grammar: Avoir](#)  
[Authentic tasks](#)  
[Cultural lesson](#)

\*Teachers can use EP Studio tools to create learning material to support the different kinds of transactions that students will be involved in e.g. Science experiments, cooking or craft activities. [Here's](#) how\*



## Year 5

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC037</b></p> <p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, <i>J'habite dans une vieille maison à East Fremantle, près de la rivière et un grand parc; La ville est à deux heures à pied; Le week-end je vais au café ou je fais du shopping, avec mes amis; Je vais à l'école en bus</i></p>	<p><b>Beginner French: Unit 10: My House</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a>  <a href="#">Cultural lesson</a></p> <p><b>Intermediate French: Unit 4: Places and Directions</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a></p>
<p><b>ACLFRC038</b></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p>	<p><b>Intermediate French Unit 1: Ordering in a restaurant</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a></p> <p><b>Intermediate French Unit 2: Recipes and shopping for food.</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a></p>



	<p><a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a></p> <p><b>Intermediate French: Unit 7: Making plans:</b>  <a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a></p> <p>In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools. Click <a href="#">here</a> for a guide on how to do this.</p>
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## Year 6

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC037</b></p> <p>Initiate interactions with others, using descriptive and expressive language to exchange information and relate experiences about free time, for example, <i>Le soir, je fais les devoirs et je joue aux jeux vidéo ou je surfe sur Internet. Et toi ?; Qu'est-ce que tu fais le soir ?; Est-ce que tu veux aller au café ?; Quand il fait beau, je vais à la plage</i></p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences such as <i>C'est mon frère – il est sympa !; Excuse-moi Sophie, mais...à mon</i></p>	<p><b>Beginner unit 7: Describing people:</b>  <a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a>  <a href="#">Cultural lesson</a></p> <p><b>Beginner Unit 9: Leisure activities:</b>  <a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a></p>



*avis; Je pense que...bien sûr...; Je ne suis pas d'accord...*

[Writing](#)  
[Speaking](#)  
[Grammar: ER verbs](#)  
[Grammar: Faire](#)  
[Grammar aller/aimer](#)  
[Grammar: aller/aimer + infinitive](#)  
[Authentic tasks](#)

**ACLFRC038**

Collaborate with peers in guided tasks to plan events or activities to showcase their progress in learning and using French, developing projects or budgeting for a shared event

**Intermediate French: Unit 7: Making plans:**

[Introduction](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Authentic task](#)

In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools. Click [here](#) for a guide on how to do this.





## Year 7

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC055</b></p> <p><i>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, Ma sœur m'ennuie parce que...; Hier soir, je suis allé au cinéma avec mes amis. Nous nous sommes bien amusés; Ce que je déteste/j'adore, c'est la musique/l'informatique /les maths; S'il faut redoubler... !</i></p>	<p><b>Beginner French: Unit 8 School subjects:</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a>  <a href="#">Cultural lesson</a></p> <p><b>Intermediate French: Unit 10: Past Holidays:</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p>
<p><b>ACLFRC056</b></p> <p><i>Engage in tasks and activities that involve planning such as hosting a French class or visitor, an excursion to a French restaurant, the cinema, a music concert, or a vide-grenier or marché aux puces, considering options, negotiating arrangements and participating in transactions</i></p>	<p><b>Intermediate French Unit 1: Ordering in a restaurant</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic task</a></p> <p><b>Intermediate French Unit 3: Clothing and shopping for clothes</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p> <p><b>Intermediate French: Unit 6: Birthdays and Celebrations</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a></p>



[Writing](#)  
[Speaking](#)  
[Authentic tasks](#)

**Intermediate French: Unit 7: Making plans:**

[Introduction](#)  
[Listening comprehension](#)  
[Reading comprehension](#)  
[Writing](#)  
[Speaking](#)  
[Authentic task](#)

In addition to the writing and speaking tasks integrated throughout these units, teachers can create their own tasks using the EP Studio tools. Click [here](#) for a guide on how to do this.

## Year 8

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC055</b></p> <p><i>Initiate and maintain spoken and written interactions with peers and known adults using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of special holidays and travel, for example, Où es-tu allé pendant les vacances ? Je suis resté(e) chez des amis de mes parents qui habitent à Paris; Etes-vous parti(e) en voyage cet été ? Je suis allé(e) à Margaret River, puis je suis parti(e) pour Albany; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec nos amis et la famille pour le dîner. Cette année, nous avons joué des jeux de cartes jusqu'à minuit avant de sortir sur le balcon pour regarder les feux d'artifice</i></p>	<p><b>Intermediate French: Unit 6: Birthdays and Celebrations</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p> <p><b>Intermediate French: Unit 10: Past Holidays:</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p>



## ACLFRC056

*Engage in tasks that involve planning experiences and activities such as a birthday party, Christmas or New Year's Eve festivities, preparing for a real or virtual event, trip or excursion, a sporting event or community festival, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services*

### **Intermediate French Unit 1: Ordering in a restaurant**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic task](#)

### **Intermediate French Unit 2: Recipes and shopping for food.**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic task](#)

### **Intermediate French:Unit 3: Clothing and shopping for clothes**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic tasks](#)

### **Intermediate French:Unit 6: Birthdays and Celebrations**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic tasks](#)

### **Intermediate French: Unit 7: Making plans:**

[Introduction](#)

[Listening comprehension](#)

[Reading comprehension](#)

[Writing](#)

[Speaking](#)

[Authentic task](#)

In addition to the writing and speaking tasks integrated throughout these units, teachers can



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create their own tasks using the EP Studio tools.  
Click [here](#) for a guide on how to do this.

## Year 9

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC073</b></p> <p>Initiate and participate in sustained interactions, using informative and descriptive <b>language</b> to share, compare and justify personal opinions about aspects of childhood, teenage life and relationships, for example, <i>Quand j'avais dix ans...; Maintenant...;</i></p> <p><i>À l'avenir...; C'est bien/dûr d'être ado car...; À mon avis...;</i> <i>À ton avis ?; Si tu me demandes...; Je ne suis pas d'accord du tout</i></p>	<p><b>Advanced French: Unit 2: Ma Vie</b></p> <p><a href="#">Introduction</a> <a href="#">Listening comprehension</a> <a href="#">Reading comprehension</a> <a href="#">Writing</a> <a href="#">Speaking</a> <a href="#">Authentic tasks</a></p>
<p><b>ACLFRC074</b></p> <p><i>Engage in shared activities such as planning and managing activities, events or experiences, exchanging resources and information, for example, plan a display or <b>performance</b> to illustrate their memories of aspects of their childhood or organise a forum to raise awareness of issues of interest to teenagers</i></p>	<p>EP studio tools could be used to support this descriptor. Click <a href="#">here</a> for a guide on how to use EP studio.</p>



## Year 10

### Communicating

#### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>ACLFRC073</b></p> <p>Initiate and participate in sustained interactions, using descriptive and expressive language in formal and informal exchanges to discuss young people’s experiences and interest in contemporary culture and social issues, for example, <i>la santé des jeunes, apprendre les langues, les responsabilités maintenant et dans le futur</i></p> <p>Express feelings and justify opinions, for example, <i>C’est comment pour toi ?; C’est difficile pour vous d’apprendre le français ? Moi, je trouve que...; Que peut-on faire pour maintenir la santé de la terre ?; Qu’est-ce que vous étudierez l’année prochaine et pourquoi ?</i></p>	<p><b>Advanced French: Unit 1: L’avenir et le monde du travail</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p> <p><b>Advanced French: Unit 4 :Mode de vie sain et problèmes de santé</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a>  <a href="#">Authentic tasks</a></p> <p><b>Advanced French: Unit 4 : La fin du lycée</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a></p>
<p><b>ACLFRC074</b></p> <p>Contribute ideas, opinions and suggestions in interactions related to shared activities such as organising real or simulated forums, social media or daily news segments, protests or rallies to raise awareness of contemporary culture and social issues,</p>	<p><b>Advanced French: Unit 11: Communication et Média</b></p> <p><a href="#">Introduction</a>  <a href="#">Listening comprehension</a>  <a href="#">Reading comprehension</a>  <a href="#">Writing</a>  <a href="#">Speaking</a></p>

*exchanging resources and information, solving problems and managing diverse views*

Suggestions if you find the content suggested above is not quite the right level for your students:

- You can choose to only assign parts of a lesson - for example you may choose to only assign the introduction lessons which introduce the vocabulary or you could just assign parts of the listening, reading or writing lessons. Click [here](#) for a guide on how to do this. The lower level activities tend to be in the first part of the lesson.
- You can edit the smart lessons to take out material that is not the appropriate level for your students or add in additional learning material. Here is a [guide](#) which shows how to do this.

How EP Languages supports other strands and substrands across different levels:

Strand	Sub-strand	How EP supports this across the levels:
Communicating	Informing	Each of the EP Languages units contains lessons with reading and listening comprehension activities where students are exposed to a wide range of texts - students are required to read or listen to these texts and complete activities based on these. As the levels get higher, the complexity of the accompanying texts and activities also increase.
	Creating	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>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>In the “authentic tasks” section, students are required to complete a more creative task in the target language that relates to the unit studied.</p> <p>Teachers can use EP studio tools to create lessons incorporating imaginative texts and creating tasks to get students to respond to these. <a href="#">Here's how</a></p>
	<p>Translating</p>	<p>Throughout the different EP Languages units students are required to translate in different ways. At the Getting Started level they are required to recognise and understand the vocabulary.</p> <p>From Beginner level, 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 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 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>Reflecting</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</p>



		<p>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	<p>Each of the EP Languages units introduces elements of the 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.</p> <p>Aspects of grammar are also reinforced and practised in the vocabulary lists.</p> <p>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.</p>
	Language variation and change	<p>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. Teachers can use this to illustrate language variation.</p> <p>Throughout the EP Languages units, we have tried to include many references to different countries where a target language might be spoken to highlight the global nature of different languages and in some cases examples are given of how the language can change accordingly.</p> <p>Within the EP Languages listening comprehension, we try to use speakers of different accents.</p>
	Role of Language and Culture	<p>Each EP Languages unit, 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.</p>





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