

# French STAGE 5 NSW Languages 9.0 Most Up to Date 05/07/23

EP Curriculum Map - *Implementation in 2024* [Link to NSW modern-languages-k-10](#)

## Stage 5 Y9-10

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Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the New South Wales (NSW) curriculum version 9.

Teachers have the flexibility to utilize our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customized according to their teaching strategies, while assuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales (NSW) Modern Languages K-10 curriculum, as it addresses the curriculum's aims in the following ways:

**1. Empowering students to become effective communicators:**

EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

**2. Developing linguistic competence:**

The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

**3. Developing intercultural capability:**

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

**4. Learning to interact, understand, and create texts in the target language:**

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

**5. Reflecting on and understanding languages, cultures, and identity:**

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

**6. Developing an interest in and enjoyment of language learning:**

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience. Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

# Years 9-10: Interacting in French:

(Listening, Speaking)

## ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

### Content

Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student's preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?
<b>Exchanging and negotiating meaning to interact in the target language</b>	Socialise with peers to build and maintain relationships	<p><b>Beginner - "Exchange information about themselves". (NESA )</b></p> <ul style="list-style-type: none"><li>• <b>Unit: "Unit 01: Ordering in a Restaurant"</b></li><li>• Application: In this unit, students learn to use common phrases when arriving at a restaurant and ordering food. This can be a context for students to exchange information about themselves, such as their food preferences or dietary restrictions. For example, a student could say, "I am vegetarian, so I would like to order the vegetable pasta."</li></ul> <p><b>Intermediate - "Give and respond to compliments and congratulations".(NESA )</b></p> <ul style="list-style-type: none"><li>• <b>Unit: "Unit 06: Birthdays and Celebrations"</b></li><li>• Application: This unit provides an excellent opportunity for students to practice giving and responding to compliments and congratulations. For instance, students can practice congratulating each other on their birthdays or other celebrations. They can also compliment each other <b>on the presents they give or receive.</b></li></ul> <p><b>Advanced - "Express sympathy or regret, and make amends". (NESA )</b></p> <ul style="list-style-type: none"><li>• <b>Unit: "Unit 09: At the Doctor's"</b></li><li>• Application: In this unit, students learn to describe common ailments and injuries, understand a medical professional's treatment recommendations, and ask questions about medical treatment. This can provide a context for expressing sympathy or regret. For example, a student could express sympathy for a classmate who is feeling unwell or regret for an action that led to an injury.</li></ul>

		<ul style="list-style-type: none"> <li>Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards.</li> <li>The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With beginner-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum.</li> </ul>
	<p><b>Make arrangements with peers</b></p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practice essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u></p> <p><b>Beginner - "Request and grant permission for an event" (NESA)</b></p> <ul style="list-style-type: none"> <li><b>Unit 06: Birthdays and Celebrations</b> can be used to meet this content descriptor. In this unit, students learn how to invite someone to a party and ask for details about someone else's party. This can be used to practise requesting and granting permission for an event. For example, a student could practice asking for permission to attend a party or granting permission for a friend to come to their party.</li> </ul> <p><b>Intermediate - "Give and respond to invitations" (NESA)</b></p> <ul style="list-style-type: none"> <li><b>Unit 07: Making Plans</b> is a perfect fit for this content descriptor. In this unit, students learn how to ask someone to join in an activity and arrange a time and place to meet up. They also learn how to accept or turn down an invitation. This can be used to practise giving and responding to invitations. For example, a student could practise inviting a friend to go to the movies and responding to a friend's invitation to go to the park.</li> </ul> <p><b>Advanced - "Establish and negotiate guidelines for the completion of actions" (NESA)</b></p>

		<ul style="list-style-type: none"> <li>• <b>Unit 08: Daily Routines</b> can be used to meet this content descriptor. In this unit, students learn how to talk about one's own daily routine and ask about somebody else's daily routine. This can be used to practice establishing and negotiating guidelines for the completion of actions. For example, a student could practice establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers.</li> </ul> <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practice the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalized to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>
	<p><b>Understand and reciprocate detailed information about their own and others' personal worlds</b></p>	<p><b>For beginners</b>, the content descriptor focuses on asking for and providing detailed information on topics of personal significance such as friends and lifestyles. In Education Perfect, this can be achieved through</p> <ul style="list-style-type: none"> <li>• <b>Unit 08: Daily Routines</b>, where students learn to talk about their own daily routines, ask about someone else's routine and understand the differences in routines across different cultures. This unit enables beginners to start a conversation about their day and lifestyle, which is a significant aspect of personal worlds.</li> </ul> <p><b>For intermediate learners</b>, the content descriptor aims to convey facts about events in different time frames such as the past, present, or future. This can be achieved through units like</p> <ul style="list-style-type: none"> <li>• <b>Unit 10: Past Holidays and Unit 01: Ordering in a Restaurant</b>, which are incorporated in Education Perfect. These units teach students to use different tenses to talk about how and where they spent past holidays, discuss future holiday plans, and ask others about their holiday experiences. The grammar points in these units such as "<b>Passé composé with avoir</b>" and "<b>The imperfect</b>" help in conveying information in different time frames.</li> </ul> <p><b>For advanced learners</b>, the content descriptor aims to convey detailed information on a specific topic of interest.</p> <ul style="list-style-type: none"> <li>• <b>Unit 02: Recipes and Shopping for Food</b> is an example in Education Perfect where advanced learners can delve into specific topics like French cuisine and</li> </ul>

		<p>recipes. In this unit, students learn to communicate in a shopping context, understand and use common words describing quantities, and gain an understanding of recipes. This detailed information allows advanced learners to deeply engage in a topic of personal interest.</p>
	<p>Express and compare emotions and personal preferences</p>	<p><b>Beginner – “Convey feelings about favourite people, places or things”. (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 03 (Les Vêtements / Clothing):</b> Students can use the vocabulary and grammar points learned in this unit to express feelings about their favourite pieces of clothing and describe what people are wearing.</li> <li>• <b>Unit 05 (Partir en Vacances / Going on Holiday):</b> Students can use the vocabulary and grammar points learned in this unit to discuss holiday plans and express feelings about their favourite destinations or activities.</li> <li>• <b>Unit 07 (Faire des Projets / Making Plans):</b> This unit allows students to talk about their favourite activities and make plans to participate in them.</li> </ul> <p><b>Intermediate – “Share and explain feelings of happiness, pain, or surprise.” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 06 (Anniversaire et Fêtes / Birthdays and Celebrations):</b> Students can use the vocabulary and grammar points learned in this unit to talk about how enjoyable a party is, was, or will be, and share feelings of happiness associated with celebrations.</li> <li>• <b>Unit 09 (Chez le Docteur / At the Doctor's):</b> This unit provides students with the language to describe common ailments and injuries, allowing them to express pain and concerns about health.</li> <li>• <b>Unit 10 (Raconter ses Vacances / Past Holidays):</b> Students can use the vocabulary and grammar points learned in this unit to share experiences about their past holidays, including whether they were happy, surprised, or disappointed with certain aspects.</li> </ul> <p><b>Advanced – “Express and justify feelings of concern for other people.” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 09 (Chez le Docteur / At the Doctor's):</b> Advanced students can use the language learned to not only describe ailments but also express concern for others' health and well-being. They can give suggestions for a healthy lifestyle.</li> <li>• <b>Unit 06 (Anniversaire et Fêtes / Birthdays and Celebrations):</b> In this unit, students can express concerns or considerations when planning a party, thinking about the preferences and needs of the guests.</li> <li>• <b>Unit 07 (Faire des Projets / Making Plans):</b> Advanced students can further</li> </ul>

		<p>discuss the implications and considerations in making plans with others, expressing concern for their preferences and availability.</p>
	<p>Ask questions, make requests and explain actions</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 02 (Recipes and Shopping for Food):</b> Students will learn to communicate and answer basic questions in a shopping context and request and pay for something in a shop. This aligns with the beginner level of asking for and giving a sequence of instructions.</li> <li>• <b>Unit 03 (Clothing):</b> This unit teaches students how to ask for a piece of clothing at a store and inquire about the cost, which falls under the beginner level of asking for and following instructions.</li> <li>• <b>Unit 04 (Places and Directions):</b> Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 09 (At the Doctor's):</b> Students will learn to understand a medical professional's treatment recommendations and ask questions about medical treatment, which falls under asking for and responding to advice.</li> <li>• <b>Unit 07 (Making Plans):</b> In this unit, students can ask someone to join in an activity and talk about favorite activities, which involves explaining choices and asking for advice.</li> <li>• <b>Unit 05 (Going on Holiday):</b> Students will learn how to book a hotel and/or train ticket and complain about problems in a hotel. This aligns with the intermediate level of explaining choices and responding to advice.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 09 (At the Doctor's):</b> This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices.</li> <li>• <b>Unit 06 (Birthdays and Celebrations):</b> This unit involves inviting somebody to a party and talking about how enjoyable a party is, was, or will be. This could encompass persuading someone to change their point of view regarding attending an event or celebration.</li> </ul>

	<p>Discuss and justify opinions, ideas and perspectives</p>	<p><b>Beginner - “Ask about and express a point of view” (NESA).</b></p> <ul style="list-style-type: none"> <li>• <b>In Unit 03: Clothing</b>, students learn to ask for a piece of clothing at a store and give an opinion about a piece of clothing. This helps beginners to ask about and express their views on clothing items, enabling them to participate in basic discussions.</li> </ul> <p><b>Intermediate - “Share and justify satisfaction and dissatisfaction”. (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>In Unit 05: Going on Holiday</b>, students learn how to discuss holiday plans, book a hotel, and even complain about problems in a hotel. This aligns with the intermediate level as they need to share and justify their satisfaction or dissatisfaction with the hotel services. Another example is in Unit 06: Birthdays and Celebrations, where students learn to talk about how enjoyable a party is, was, or will be. This also enables them to share and justify their satisfaction or dissatisfaction regarding parties and celebrations.</li> </ul> <p><b>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>In Unit 09: At the Doctor's</b>, students learn to describe common ailments and injuries, understand a medical professional's treatment recommendations, ask questions about medical treatment, and give suggestions for a healthy lifestyle. This allows them to explain and clarify their personal stance on health-related issues, and give advice or suggestions, reflecting a more advanced level of discussion.</li> </ul>
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p><b>Beginner:</b></p> <ul style="list-style-type: none"> <li>• <b>In Unit 02: Recipes and Shopping for Food</b>, learners will communicate and answer basic questions in a shopping context. This aligns with the beginner level, where students learn to ask for clarification or confirmation as they will ask about and request items in a shop.</li> <li>• <b>Unit 05: Going on Holiday</b> covers booking a hotel and train ticket, as well as complaining about problems in a hotel. Here, students may ask for clarification regarding booking procedures or confirmation of reservations.</li> <li>• <b>Unit 07: Making Plans</b> focuses on making plans, which includes asking someone to join in an activity and arranging a time and place to meet up. This can involve beginners asking for clarification on plans or providing suggestions.</li> </ul> <p><b>Intermediate:</b></p> <ul style="list-style-type: none"> <li>• <b>In Unit 03: Clothing</b>, learners learn to describe what people are wearing and to ask for a piece of clothing at a store. They also give opinions about clothing. This</li> </ul>



		<p>can involve managing turn-taking as they interact with store employees and other shoppers.</p> <ul style="list-style-type: none"> <li>● <b>Unit 06: Birthdays and Celebrations</b> covers inviting someone to a party and asking for details about someone else's party, which involves managing turn-taking in a group setting as they talk about party plans and details.</li> </ul> <p><b>Advanced:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 04: Places and Directions</b> helps learners describe towns and ask for and give directions. An advanced student can offer to explain or clarify directions to restore communication if there is confusion.</li> <li>● <b>Unit 09: At the Doctor's</b> focuses on naming and listing basic body parts, describing common ailments, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. Advanced learners can offer to explain or clarify medical terms and treatment recommendations to facilitate communication in the context of healthcare.</li> <li>● <b>In Unit 10: Past Holidays</b>, learners are taught to talk about past holidays and ask others about their holiday experiences. Advanced learners can offer to clarify or explain aspects of their holidays to sustain a conversation.</li> </ul>
<p><b>Applying knowledge of language systems to interact in the target language</b></p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> <li>● <b>Interactive Listening Tasks</b> These tasks allow students to listen to native speakers and practice understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language.</li> <li>● <b>Pronunciation Practice</b> Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent.</li> <li>● <b>Voice Recording</b> Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills.</li> <li>● <b>Instant Feedback</b> The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills.</li> <li>● <b>Vocabulary Building</b> The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.</li> <li>● <b>Grammar Lessons</b> Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions.</li> </ul>

		<ul style="list-style-type: none"> <li>All Intermediate Listening, speaking and grammar lessons</li> </ul>
	Adjust and adapt vocabulary from a wide range of themes to interact	<p><b>Beginner Level - “themes such as education, travel, and celebrations” (NESA)</b></p> <ul style="list-style-type: none"> <li><b>Unit 01: Ordering in a Restaurant:</b> This unit introduces students to the basics of ordering food in a restaurant, a common scenario in travel. The vocabulary list includes core and extra words related to this theme.</li> <li><b>Unit 05: Going on Holiday:</b> This unit covers the theme of travel, with lessons on discussing holiday plans, booking a hotel, and understanding hotel reviews.</li> <li><b>Unit 06: Birthdays and Celebrations:</b> This unit focuses on the theme of celebrations, teaching students how to invite someone to a party, talk about presents, and express enjoyment at a party.</li> </ul> <p><b>Intermediate Level - “themes such as personal expression, relationships, and communication” (NESA)</b></p> <ul style="list-style-type: none"> <li><b>Unit 02: Recipes and Shopping for Food:</b> This unit helps students communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and understand recipes.</li> <li><b>Unit 03: Clothing:</b> This unit allows students to express personal style and preferences, as they learn to describe what people are wearing, ask for a piece of clothing at a store, and give an opinion about a piece of clothing.</li> <li><b>Unit 07: Making Plans:</b> This unit focuses on communication and relationships, as students learn to ask someone to join an activity, arrange a time and place to meet up, and accept or turn down an invitation.</li> </ul> <p><b>Advanced Level - themes such as well-being, milestones, and legacy (NESA)</b></p> <ul style="list-style-type: none"> <li><b>Unit 09: At the Doctor's:</b> This unit covers the theme of well-being, teaching students to name and list basic body parts, describe common ailments and injuries, understand a medical professional's treatment recommendations, and give suggestions for a healthy lifestyle.</li> <li><b>Unit 10: Past Holidays:</b> This unit allows students to discuss milestones and experiences, as they learn to talk about how and where they spent past holidays, ask somebody else about their past holiday(s), and describe various ways of travelling.</li> </ul>

	<p>Control and manipulate a range of structures and features of the grammatical system to interact</p>	<ul style="list-style-type: none"> <li>• <b>Unit 01: Ordering in a Restaurant:</b> EP provides lessons on how to order in a restaurant, including grammar lessons on asking questions and using modals and the infinitive. For example, in the lesson "Grammar - Asking Questions: Ordering in a Restaurant," students learn how to form questions in French, which is a crucial skill for interacting in a restaurant setting.</li> <li>• <b>Unit 02: Recipes and Shopping for Food:</b> In this unit, students learn how to communicate in a shopping context and understand recipes. The grammar focus is on imperatives, which are used for giving orders or instructions, a key skill when discussing recipes or shopping lists.</li> <li>• <b>Unit 03: Clothing:</b> This unit focuses on describing clothing and shopping for clothes. Grammar lessons include adjectives, the verb "porter" (to wear), and comparisons. These grammatical structures allow students to describe and compare clothing items, essential for interactions in a clothing store.</li> <li>• <b>Unit 04: Places and Directions:</b> Students learn to describe towns and give directions. The grammar points include adjectives, comparisons, and imperatives, which are crucial for describing places and giving or understanding directions.</li> <li>• <b>Unit 05: Going on Holiday:</b> This unit covers discussing holiday plans and booking hotels or train tickets. The grammar focus is on the futur proche (near future), future tense, and prepositions for places, which are essential for discussing future plans and describing locations.</li> <li>• <b>Unit 06: Birthdays and Celebrations:</b> Students learn to talk about parties and presents. The grammar points include the futur proche, passé composé, the imperfect for descriptions, and object pronouns. These structures are key for discussing past, present, and future events and describing objects or people.</li> <li>• <b>Unit 07: Making Plans:</b> This unit focuses on arranging activities and meetups. The grammar lessons cover asking questions in French, the object pronoun 'y', and using modal verbs with an infinitive. These structures are crucial for making plans and inviting others to join.</li> <li>• <b>Unit 08: Daily Routines:</b> Students learn to talk about daily routines. The grammar focus is on reflexive verbs, including in the past, which are essential for describing daily activities and habits.</li> <li>• <b>Unit 09: At the Doctor's:</b> This unit covers naming body parts, describing ailments, and understanding treatment recommendations. The grammar points include the imperative for giving advice, le passé composé, and the imperfect. These structures are key for discussing health issues and giving or understanding advice.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Unit 10: Past Holidays:</b> Students learn to talk about past holidays. The grammar focus is on the passé composé with avoir and être, the imperfect, and prepositions for places. These structures are crucial for discussing past events and describing locations.</li> </ul>
<b>Applying knowledge of the target language culture(s) to interact</b>	Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact	<p><b>Beginner Level - “Use polite forms and show awareness of politeness conventions.”(NESA)</b></p> <p><b>Unit 01: Ordering in a Restaurant</b> In this unit, students learn how to order food in a restaurant setting. They are introduced to the polite forms of language used in such a context, and they gain an understanding of the conventions of politeness in this setting. For instance, they learn how to ask for food politely, how to thank the waiter, and how to request the bill.</p> <p><b>Intermediate Level - “Use appropriate language for avoiding and managing misunderstandings in interactions.”(NESA)</b></p> <p><b>Example: Unit 07: Making Plans</b> In this unit, students learn how to make plans and arrange meetings. They are taught how to use appropriate language to clarify misunderstandings and ensure that all parties involved in the conversation understand the plans. For instance, they learn how to confirm the time and place of a meeting, and how to ask for clarification if they don't understand something.</p> <p><b>Advanced Level - “Adjust register of language to convey meaning in unfamiliar situations”.(NESA)</b></p> <p><b>Example: Unit 09: At the Doctor's</b> In this unit, students learn how to talk about health issues and interact with medical professionals. They are taught how to adjust their language to suit the formal context of a doctor's office and to accurately convey their symptoms and understand the doctor's advice. For instance, they learn how to describe their symptoms in detail, how to ask questions about their treatment, and how to understand the medical advice given to them.</p>

# Years 9-10: Understanding Texts:

## ML4-UND-01

Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?
<b>Understanding and responding to spoken, written and multimodal target language texts</b>	Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes	<p>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practice and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p><b>Beginner Level - (NESA example: a recording to explain a change of plans):</b>  <b>EP's Unit 07: Making Plans</b> is a good example for this level. The unit focuses on teaching students how to ask someone to join in an activity, arrange a time and place to meet up, talk about favourite activities, and accept or turn down an invitation. The unit includes listening comprehension lessons where students might listen to a voicemail-like recording to understand a change of plans.</p> <p><b>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling):</b>  <b>EP's Unit 02: Recipes and Shopping for Food</b> can be aligned with this level. The unit teaches students how to communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and understand recipes. At the end of this unit the teacher could include an advertisement-like text promoting the benefits of recycling food waste, for example.</p> <p><b>Advanced Level - (NESA example: an article addressing an issue of global significance):</b>  <b>EP's Unit 10: Past Holidays</b> is suitable for this level. The unit helps students talk about how and where they spent past holidays, ask somebody else about their past holiday(s), including holiday</p>

		<p>activities, talk about the weather, food and people as those concepts relate to holidays, and describe various ways of travelling. The teacher could include an article-like text discussing the impact of tourism on global environmental issues, for example.</p>
	<p><b>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</b></p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons. The platform's design encourages this cumulative learning, allowing students to apply strategies they have learned in one context to new and different contexts.</p> <p><b>Beginner - “Activate, use and share prior knowledge to summarise a text”.(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Example: In Unit 01: Ordering in a Restaurant</b>, beginners are introduced to the concept of ordering food in a restaurant. They learn common phrases and vocabulary related to this context. The lessons such as "Introduction: Ordering in a Restaurant", "Listening Comprehension: Ordering in a Restaurant", and "Reading Comprehension: Ordering in a Restaurant" help them activate their prior knowledge about restaurants and food. They can use this knowledge to summarise the text, understand the context better, and share their understanding with others. In each Education Perfect Languages unit, including this one, there are listening and reading lessons where students are presented with a variety of spoken, written and multimodal texts in authentic contexts. They are required to locate, process information and respond in different ways. This helps them develop comprehension strategies that they can reuse in future units or lessons.</li> </ul> <p><b>Intermediate - “Use contextual clues to translate and explain a text”.(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Example: In Unit 02: Recipes and Shopping for Food</b>, intermediate learners are exposed to more complex tasks such as understanding recipes and answering questions in a shopping context. The Lessons like "Introduction: Recipes and Shopping for Food", "Listening Comprehension: Recipes and Shopping for Food", and "Reading Comprehension: Recipes and Shopping for Food" provide them with contextual clues. They can use these clues to translate unfamiliar words or phrases and explain the text's meaning in their own words. EP also includes a large bank of authentic video lessons</li> </ul>

		<p>accompanied by a variety of activities that require students to locate and process information and ideas. This helps them further develop their comprehension strategies.</p> <p><b>Advanced - "Summarise and explain inferred meaning in a text for others."(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Example: In Unit 03: Clothing</b>, advanced learners are taught to describe what people are wearing, ask for a piece of clothing at a store, and give an opinion about a piece of clothing. Lessons like "Introduction: Clothing", "Listening Comprehension: Clothing", and "Reading Comprehension: Clothing" provide them with complex texts where they need to infer meaning based on the context. They can summarise these texts and explain the inferred meanings to others, thus demonstrating a deeper understanding of the text. As in previous units, these lessons are supplemented with authentic video lessons in the video folder and a variety of activities that require students to locate and process information and ideas. This helps them refine their comprehension strategies.</li> </ul>
	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas</p>	<p><b>Beginner Level - "At this level, students can respond personally to an interview with a well-known person from a target language-speaking country. "(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 01: Ordering in a Restaurant:</b> For example, in the unit "Ordering in a Restaurant," students learn to use appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a French menu. They can use these skills to interpret and respond to an interview with a famous French chef, for instance.</li> </ul> <p><b>Intermediate Level - "At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country." (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit 02: Recipes and Shopping for Food:</b> In the unit "Recipes and Shopping for Food," students learn to communicate and answer basic questions in a shopping context, understand and use common words describing quantities, and</li> </ul>

		<p>understand recipes. They can use these skills to compare and contrast interviews with famous chefs from different French-speaking countries, discussing their cooking styles, recipes, and shopping habits.</p> <p><b>Advanced Level - "At this level, students can provide an evaluative response to discuss perspectives in texts and explain their own conclusions based on the information." NESA</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 03: Clothing</b> In the unit "Clothing," students learn to describe what people are wearing, ask for a piece of clothing at a store, ask how much something costs, and give an opinion about a piece of clothing. They can use these skills to evaluate and discuss different perspectives on fashion trends, clothing choices, and shopping habits in various French-speaking countries, based on interviews or articles featuring well-known fashion designers or influencers.</li> </ul>
	<p><b>Demonstrate understanding of the context, purpose and audience in predictable texts</b></p>	<p><b>Beginner Level - "Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose."(NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 01: Ordering in a Restaurant</b> In this unit, beginners can learn how to use appropriate common phrases when arriving at a restaurant, ordering food, and asking for the bill. The vocabulary and phrases used in this context are essential to achieving the purpose of having a meal at a restaurant. For example, in the lesson "Introduction: Ordering in a Restaurant", students will learn phrases like "Je voudrais..." (I would like...) and "L'addition, s'il vous plaît" (The bill, please), which are key to achieving the purpose of ordering food and concluding the meal.</li> </ul> <p><b>Intermediate Level - "Identify cultural references in texts and examine their effect on the audience."(NESA)</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 06: Birthdays and Celebrations</b> In this unit, intermediate students can identify cultural references in texts about French parties and celebrations. For instance, in the lesson "Listening Comprehension: Birthdays and Celebrations", students hear about Easter in France. Understanding these cultural references can help students better understand the context of the</li> </ul>



		<p>conversation and how these cultural elements can influence the audience's interpretation and reaction.</p> <p><b>Advanced Level - "Identify and analyse language techniques used in texts in order to achieve purpose."(NESA)</b></p> <ul style="list-style-type: none"> <li> <b>Unit 10: Past Holidays</b>            In this unit, advanced students can identify and analyse language techniques used in texts about past holidays. For example, in the lesson "Reading Comprehension: Past Holidays", students will encounter narratives using the passé composé and the imperfect to describe past events. Understanding the use of these tenses can help students analyse how the author conveys the sequence of events, distinguishes between ongoing and completed actions in the past, and sets the scene or describes the background in a narrative. This understanding can help students appreciate how these language techniques contribute to achieving the purpose of recounting past holidays.         </li> </ul>
<b>Applying knowledge of language systems to understand and respond to target language texts</b>	Use knowledge of a wide range of features of the sound system to understand texts	EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.
	Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.
	Use knowledge of vocabulary from a wide range of themes to understand and respond to texts	Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.

	<p><b>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</b></p>	<p>EP also emphasises the importance of grammar in language acquisition. Each unit includes activities and exercises designed to help students develop a solid understanding of the target language's grammatical structures and features. This knowledge is essential for comprehending and responding to texts.</p> <p>In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.</p> <p>The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.</p> <p>The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to understand better the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge when interacting in the target language, ensuring that they can communicate accurately and confidently.</p>
	<p><b>Use metalanguage to reflect on and evaluate target language structures and features in texts</b></p>	<p><b>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</b></p> <ul style="list-style-type: none"> <li> <b>Unit 01: Ordering in a Restaurant:</b> In this unit, students learn about asking questions, modal verbs, the infinitive, and formality. They can use metalanguage to reflect on how these grammatical choices influence the meaning and register in texts. For example, they can discuss how the use of modal verbs can affect the tone and politeness of a request in a restaurant setting. </li> </ul> <p><b>Intermediate Level - "Use metalanguage to compare texts to identify how differences in grammar and text features determine the nature of formal and informal texts." (NESA)</b></p>

		<ul style="list-style-type: none"> <li>• <b>Unit 04: Places and Directions:</b> This unit covers adjectives, comparisons, and imperatives. Students can use metalanguage to compare texts and identify how these grammatical features determine the nature of formal and informal texts. For instance, they can compare the use of imperatives in giving directions in a formal guide versus an informal conversation.</li> </ul> <p><b>Advanced Level - "Use metalanguage to explain grammatical forms to others." (NESA)</b></p> <p><b>Unit 10: Past Holidays:</b> In this unit, students learn about passé composé with avoir, passé composé with être, the imperfect, and prepositions for places. Advanced students can use metalanguage to explain these grammatical forms to others. For example, they can explain the differences between passé composé with avoir and être, and how these forms are used to describe past events in different contexts.</p>
<b>Developing intercultural understanding through target language texts</b>	<b>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</b>	<p><b>Beginner Level - Unit 01: Ordering in a Restaurant</b> This unit helps beginners understand how language and culture shape identity. For instance, the cultural focus on French menus and uncommon foods provides a context for understanding how language reflects cultural practices and values. The lessons on ordering in a restaurant, both in English and French, allow students to consider and discuss how emphasis or perspectives in texts can reflect cultural context.</p> <p><b>Intermediate Level - Unit 06: Birthdays and Celebrations</b> This unit allows intermediate students to delve deeper into how language in texts written in the target language is used to express personal and community identity, culture, practices, values, and perspectives. The cultural focus on French parties and celebrations provides a rich context for understanding how language and culture intertwine. The lessons on planning, attending, and discussing parties offer opportunities for students to consider and compare language use in different contexts.</p> <p><b>Advanced Level - Unit 10: Past Holidays</b> This unit provides advanced students with the opportunity to analyse and reflect on how identity is</p>

		<p>expressed across the target language and culture. The cultural focus on French holidays and travel provides a context for exploring ideas of belonging and the importance of cultural group or family membership. The lessons on discussing past holidays, including holiday activities, weather, food, and people, allow students to deeply analyse and reflect on how identity is expressed in the target language and culture.</p>
	<p><b>Respond to texts by reflecting on the relationship between language and culture in communication</b></p>	<p><b>Beginner - “Develop the capability to reflect on and engage with difference.” (NESA)</b></p> <ul style="list-style-type: none"> <li> <b>Unit: "Ordering in a Restaurant" (Unit 01)</b> In this unit, beginners can learn about the cultural differences in dining etiquette and food preferences between their own culture and the French culture. For example, they can reflect on the differences in common phrases used when arriving at a restaurant, ordering food, and asking for the bill. They can also engage with these differences by practicing these phrases and understanding a French menu. </li> </ul> <p><b>Intermediate - “Question and discuss stereotypes found in texts.” NESA</b></p> <ul style="list-style-type: none"> <li> <b>Unit: "Clothing" (Unit 03)</b> Intermediate students can use this unit to question and discuss stereotypes found in texts about style and fashion choices in France. They can compare these with their own culture and discuss why these stereotypes exist. They can also reflect on how language is used to describe clothing and fashion in different cultures. </li> </ul> <p><b>Advanced - “Develop a metalanguage for discussing the relationship between language and culture.” (NESA)</b></p> <ul style="list-style-type: none"> <li> <b>Unit: "At the Doctor's" (Unit 09)</b> Advanced students can use this unit to develop a metalanguage for discussing the relationship between language and culture. They can analyse how language is used to describe health problems, visits to a doctor or pharmacy, and giving advice on health issues in French culture. They can also compare this with how these topics are discussed in their own culture. This can help them understand the deeper cultural meanings and values that are embedded in language. </li> </ul>

## Year 9-10 Creating texts

### Outcomes

A student:

creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language **ML5-CRT-01**

**Related Life Skills outcomes:** MLLS-CRT-01

Sub strand	Content descriptor	How can EP support this?
<b>Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience</b>	Create informative texts to describe experiences and share information about their own and others' personal worlds	<p><b>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</b></p> <p><b>Suggested Unit - "Unit 06: Birthdays and Celebrations"</b> Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p><b>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</b></p> <p><b>Suggested Unit - "Unit 04: Places and Directions"</b> Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p> <p><b>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</b></p>

		<p><b>Suggested Unit: "Unit 06: Birthdays and Celebrations"</b> Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>
	<p>Create imaginative texts</p>	<p><b>Beginner - "a picture book to recount a past holiday".(NESA)</b></p> <p><b>Unit: "Unit 10: Past Holidays"</b></p> <ul style="list-style-type: none"> <li>How to use: This unit is perfect for beginners as it focuses on past holidays. Students can use the vocabulary and grammar lessons to learn how to describe their past holidays. They can then apply this knowledge to create a picture book. For example, they can use the "Passé Composé with Avoir" and "Passé Composé with Être" grammar lessons to describe what they did on their holiday. The vocabulary lists can help them find the right words to describe the places they visited, the food they ate, and the people they met.</li> </ul> <p><b>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</b></p> <p><b>Unit: "Unit 05: Going on Holiday"</b></p> <ul style="list-style-type: none"> <li>How to use: This unit can be used to create a short film about the importance of sustainable tourism, a topic of global significance. Students can use the vocabulary and grammar lessons to script dialogues and narrations for their film. The "Futur Proche" and "Future Tense" grammar lessons can be particularly useful for describing future plans for sustainable tourism. The cultural focus on French hotels and holidays can provide a context for the film.</li> </ul> <p><b>Advanced - "a short story to describe a day in the life of a typical student."(NESA)</b></p> <p><b>Unit: "Unit 08: Daily Routines"</b></p> <ul style="list-style-type: none"> <li>How to use: This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The "Reflexive</li> </ul>

		<p>Verbs" grammar lessons can be used to describe daily activities, and the vocabulary lists can help students describe the specifics of their routines. The cultural focus on school timetables and working life can provide additional context for the story. The "Listening Comprehension" and "Reading Comprehension" lessons can provide examples of how to structure the story.</p> <p>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practice real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</p>
	<p>Create persuasive texts</p>	<p><b>Beginner - "a tourist brochure to attract travellers to Australia."(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested "Unit 04: Places and Directions"</b> Example: Students can use the vocabulary and grammar learned in this unit to describe a town, its features, attractions, and activities it has to offer. They can then apply this knowledge to create a persuasive tourist brochure for a town in Australia, using descriptive language to highlight its attractions and activities. For instance, they could use adjectives and comparisons to describe the beauty of Australian landscapes, or use imperatives to give directions to popular tourist spots.</li> </ul> <p><b>Intermediate - "an advertisement to encourage people to adopt a healthy lifestyle."(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested "Unit 02: Recipes and Shopping for Food" and "Unit 09: At the Doctor's"</b> Example: Students can use the vocabulary and grammar learned in these units to discuss food, shopping, common ailments, and suggestions for a healthy lifestyle. They can then apply this knowledge to create a persuasive advertisement encouraging people to adopt a healthy lifestyle, using compelling language to highlight the benefits of healthy eating and regular check-ups. For instance, they could use imperatives from the grammar points to give advice on healthy eating habits, or use the vocabulary related to food and shopping to suggest healthy recipes.</li> </ul>

		<p><b>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Suggested Unit: "Unit 07: Making Plans"</b> Example: Students can use the vocabulary and grammar learned in this unit to discuss their favourite activities and plans. They can then apply this knowledge to create a persuasive speech or article about a topic of personal significance, using persuasive language to highlight the importance of the topic and encourage others to take action.or instance, they could use the object pronoun 'y' to refer back to a previously mentioned activity, or use modal verbs with an infinitive to express their desires or intentions related to the topic.</li> </ul>
	<p>Plan, construct and edit texts</p>	<p><b>Beginne - “ Plan, construct and edit texts” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 01: Ordering in a Restaurant"</b> Learning outcomes for this unit include using appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a French menu. Students can practice using cohesive devices to sequence and link ideas and actions in these contexts. Please note that while this unit may not explicitly teach cohesive devices, students can still practice using them in these activities. For example, they can use words like "first," "next," and "finally" to sequence ideas in their restaurant dialogue, or words like "therefore" and "as a result" to link ideas in their persuasive essay.</li> </ul> <p><b>Intermediate - “Use appropriate language register, style and effective layout to achieve purpose.” (NESA)</b></p> <ul style="list-style-type: none"> <li>• <b>Unit: "Unit 04: Places and Directions"</b> The learning outcomes for this unit include describing a town, including its features and/or attractions, asking for directions, giving directions, and describing the kinds of activities a town has to offer. Students can practice using appropriate language register and style in these contexts. For example, they can write a formal letter asking for directions or create an informal dialogue between friends discussing places to visit. The effective layout can be practiced by organizing their writing in a logical manner, such as starting with an introduction, followed by the main content, and ending with a conclusion or a request.</li> </ul>



		<p><b>Advanced - “Use factual evidence to support an argument.” (NESA)</b></p> <ul style="list-style-type: none"> <li> <b>Unit: "Unit 09: At the Doctor's"</b> The learning outcomes for this unit include naming and listing basic body parts, describing common ailments and injuries, understanding a medical professional's treatment recommendations, asking questions about medical treatment, and giving suggestions for a healthy lifestyle. Students can practice using factual evidence to support an argument in these contexts. For example, they can write a persuasive essay on the importance of regular health check-ups, using facts and statistics as evidence to support their argument. They can also use the information learned in the unit about common ailments and treatments to provide factual evidence in their writing. </li> </ul>
<p><b>Applying knowledge of language systems to create spoken, written and multimodal texts</b></p>	<ul style="list-style-type: none"> <li>Use a wide range of features of the sound system to create spoken texts</li> <li>Use a wide range of sound–symbol correspondences to create written texts</li> </ul>	<p>All the Intermediate units provide a wide range of resources that can be used to help students meet the curriculum standard of applying knowledge of language systems to create spoken, written, and multimodal texts. The platform's interactive lessons, quizzes, and assessments can be used to develop students' understanding and use of the sound system of the language, and to practice creating texts in various contexts.</p> <ul style="list-style-type: none"> <li> <b>Unit 01: Ordering in a Restaurant:</b> This unit can help students apply their knowledge of language systems by practicing ordering food in a restaurant setting. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to the restaurant scenario. </li> <li> <b>Unit 02: Recipes and Shopping for Food:</b> This unit can help students apply their knowledge of language systems by practicing how to shop for food and understand recipes. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to shopping and cooking. </li> <li> <b>Unit 03: Clothing:</b> This unit can help students apply their knowledge of language systems by practicing how to describe clothing and ask for clothing items in a store. The lessons on listening and speaking comprehension can help students understand and use the sound system </li> </ul>

		<p>of the language. The writing lessons can help students create written texts related to clothing and shopping.</p> <ul style="list-style-type: none"> <li>• <b>Unit 04: Places and Directions:</b> This unit can help students apply their knowledge of language systems by practicing how to describe places and give directions. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to places and directions.</li> <li>• <b>Unit 05: Going on Holiday:</b> This unit can help students apply their knowledge of language systems by practicing how to discuss holiday plans and book accommodations. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to holiday planning.</li> <li>• <b>Unit 06: Birthdays and Celebrations:</b> This unit can help students apply their knowledge of language systems by practicing how to invite someone to a party and discuss presents. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to birthdays and celebrations.</li> <li>• <b>Unit 07: Making Plans:</b> This unit can help students apply their knowledge of language systems by practicing how to make plans and arrange meetings. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to making plans.</li> <li>• <b>Unit 08: Daily Routines:</b> This unit can help students apply their knowledge of language systems by practicing how to discuss daily routines. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to daily routines.</li> <li>• <b>Unit 09: At the Doctor's:</b> This unit can help students apply their knowledge of language systems by practicing how to discuss health issues and understand medical advice. The lessons on listening and speaking comprehension can help students understand and use the sound system of the language. The writing lessons can help students create written texts related to health and medical topics.</li> </ul>
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	Adjust and adapt vocabulary from a wide range of themes to create texts	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> <li>1. <b>Comprehensive Vocabulary Glossaries:</b> EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level.</li> </ol>

		<ol style="list-style-type: none"> <li>2. <b>Thematic Vocabulary:</b> EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant.</li> <li>3. <b>Multimedia Resources:</b> EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarises them with the vocabulary used in real-life situations.</li> <li>4. <b>Interactive Activities:</b> The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts</li> </ol> <p><b>Intermediate</b> Units 1-10</p> <p>Where: Vocabulary section of each lesson</p>
	<p>Control and manipulate a range of structures and features of the grammatical system to create texts</p>	<ul style="list-style-type: none"> <li>• <b>Unit 01: Ordering in a Restaurant:</b> This unit focuses on asking questions, using modal verbs, and the infinitive. These grammar points can be used to create texts such as ordering food or asking for the bill in a restaurant setting. Students can practice these structures through the various lessons and tasks provided in the unit.</li> <li>• <b>Unit 02: Recipes and Shopping for Food:</b> The main grammar point in this unit is the use of imperatives. Students can practice using imperatives to create texts such as recipes or shopping lists.</li> <li>• <b>Unit 03: Clothing:</b> This unit focuses on adjectives, comparisons, and the verb 'porter'. These can be used to create texts describing clothing or fashion preferences.</li> <li>• <b>Unit 04: Places and Directions:</b> This unit also focuses on adjectives, comparisons, and imperatives. Students can use these to create texts describing places or giving directions.</li> <li>• <b>Unit 05: Going on Holiday:</b> This unit introduces the futur proche, future tense, and prepositions for places. These can be used to create texts discussing holiday plans or booking a hotel.</li> <li>• <b>Unit 06: Birthdays and Celebrations:</b> This unit focuses on the futur proche, passé composé, using the imperfect for descriptions, and</li> </ul>

		<p>object pronouns. These can be used to create texts discussing party plans or describing past celebrations.</p> <ul style="list-style-type: none"> <li>• <b>Unit 07: Making Plans:</b> This unit revisits asking questions in French, introduces the object pronoun 'y', and revises using modal verbs with an infinitive. These can be used to create texts discussing plans or inviting someone to an activity.</li> <li>• <b>Unit 08: Daily Routines:</b> This unit introduces reflexive verbs, including in the past. These can be used to create texts discussing daily routines.</li> <li>• <b>Unit 09: At the Doctor's:</b> This unit introduces using the imperative for giving advice, le passé composé, and using the imperfect. These can be used to create texts discussing health issues or giving medical advice.</li> <li>• <b>Unit 10: Past Holidays:</b> This unit focuses on the passé composé with avoir and être, the imperfect, and prepositions for places. These can be used to create texts discussing past holidays.</li> </ul> <p>In each unit, students can practice these grammar points through various activities such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. Teachers can use the assessment reports provided by EP to track student progress and adjust their teaching programs accordingly.</p>
	Use a range of structures and features of the target language writing system to create written texts	<ul style="list-style-type: none"> <li>• <b>Unit 01: Ordering in a Restaurant:</b> Students can practice writing in the target language by creating their own restaurant menus or writing a review of a restaurant. They can also practice using formal and informal language structures, as well as the use of modal verbs and infinitives, as outlined in the unit's grammar points.</li> <li>• <b>Unit 02: Recipes and Shopping for Food:</b> Students can write their own recipes or shopping lists in the target language, using the vocabulary and structures provided in the unit. They can also practice using imperatives, a key feature of recipe writing.</li> <li>• <b>Unit 03: Clothing:</b> Students can write descriptions of outfits or fashion trends using the vocabulary and adjectives provided in the unit. They can also practice comparisons, another key language structure.</li> <li>• <b>Unit 04: Places and Directions:</b> Students can write about their town or city, or give directions to a specific location. The use of</li> </ul>

		<p>adjectives and comparisons, as well as imperatives for giving directions, can be practiced here.</p> <ul style="list-style-type: none"> <li>● <b>Unit 05: Going on Holiday:</b> Students can write about their holiday plans or write a hotel review. The use of future tense and prepositions for places can be practiced in this unit.</li> <li>● <b>Unit 06: Birthdays and Celebrations:</b> Students can write an invitation to a party or describe a past celebration. The use of future and past tenses, as well as the imperfect for descriptions, can be practiced here.</li> <li>● <b>Unit 07: Making Plans:</b> Students can write about their favorite activities or make plans for a future outing. The use of question structures and modal verbs can be practiced in this unit.</li> <li>● <b>Unit 08: Daily Routines:</b> Students can write about their daily routine, using reflexive verbs and linking words. Telling the time, a key feature of daily routine descriptions, can also be practiced.</li> <li>● <b>Unit 09: At the Doctor's:</b> Students can write about a past illness or injury, or give advice for a healthy lifestyle. The use of the imperative for giving advice, as well as past tenses, can be practiced here.</li> <li>● <b>Unit 10: Past Holidays:</b> Students can write about their past holidays, using the past tenses and prepositions for places provided in the unit.</li> </ul> <p>In each unit, the "Writing" and "Authentic Tasks" sections provide opportunities for students to apply the structures and features of the target language in a practical context. Teachers can use these sections to assess students' understanding and application of the curriculum standard.</p>
<p><b>Applying knowledge of the target language culture(s) to create texts</b></p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</p>	<ul style="list-style-type: none"> <li>● <b>Unit 01: Ordering in a Restaurant</b> Students can learn about French dining etiquette and how to order food in a culturally appropriate manner. They can practice using formal language and phrases that are commonly used in French restaurants. The cultural focus on French menus and uncommon foods can help students understand and respect the culinary practices and values of French culture.</li> <li>● <b>Unit 02: Recipes and Shopping for Food</b> This unit can help students understand the cultural practices associated with shopping for food and cooking in France. They can learn how to request and pay for items in a shop, understand recipes, and use</li> </ul>

		<p>common words describing quantities, all of which are important cultural practices in France.</p> <ul style="list-style-type: none"> <li>• <b>Unit 03: Clothing</b> Students can learn about French fashion and shopping practices. They can practice describing what people are wearing, asking for a piece of clothing at a store, and giving an opinion about a piece of clothing. The cultural focus on formal wear, shopping, and fashion in France can help students understand and respect French fashion culture.</li> <li>• <b>Unit 04: Places and Directions</b> This unit can help students understand the cultural significance of different places in France. They can learn how to describe a town, its features, and attractions, ask for and give directions, and describe the kinds of activities a town has to offer. The cultural focus on French villages and cities can help students understand and respect the cultural significance of these places.</li> <li>• <b>Unit 05: Going on Holiday</b> Students can learn about French holiday practices. They can practice discussing holiday plans, booking a hotel and/or train ticket, and understanding hotel reviews. The cultural focus on French hotels and holidays, as well as school holidays in France, can help students understand and respect French holiday culture.</li> <li>• <b>Unit 06: Birthdays and Celebrations</b> This unit can help students understand the cultural practices associated with birthdays and celebrations in France. They can learn how to invite someone to a party, talk about presents for the party host, and talk about how enjoyable a party is, was, or will be. The cultural focus on French parties and celebrations can help students understand and respect these cultural practices.</li> <li>• <b>Unit 07: Making Plans</b> Students can learn about the cultural practices associated with making plans in France. They can practice asking someone to join in an activity, arranging a time and place to meet up, and talking about favorite activities. The cultural focus on planning outings and favorite pastimes can help students understand and respect these cultural practices.</li> <li>• <b>Unit 08: Daily Routines</b> This unit can help students understand the cultural practices associated with daily routines in France. They can learn how to talk about one's own daily routine, ask about somebody else's daily routine, use common linking words, and tell the time. The</li> </ul>
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		<p>cultural focus on school timetables and working life can help students understand and respect these cultural practices.</p> <ul style="list-style-type: none"> <li>● <b>Unit 09: At the Doctor's</b> Students can learn about the cultural practices associated with healthcare in France. They can practice naming and listing basic body parts, describing common ailments and injuries, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. The cultural focus on health insurance, sick leave, and medication can help students understand and respect these cultural practices.</li> <li>● <b>Unit 10: Past Holidays</b> This unit can help students understand the cultural practices associated with holidays in France. They can learn how to talk about how and where they spent past holidays, ask somebody else about their past holiday(s), including holiday activities, and describe various ways of traveling. The cultural focus on French islands and where the French go on holiday can help students understand and respect these cultural practices.</li> </ul>
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## EP Lesson Recommendations:

For **Year 9-10 French** we would recommend a combination of our **Beginner and Intermediate French courses**. We would also recommend the beginner-Intermediate level video content. Teachers can still assign from higher or lower level content if appropriate. Please see the course maps below:

### Beginner French:

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 01: Greetings and Introductions	<p><b>Non-immersion lessons</b></p> <ul style="list-style-type: none"><li><a href="#">1. Introduction: Greetings and Introductions</a></li><li><a href="#">2. Vocabulary Practice: Greetings and Introductions</a></li><li><a href="#">3. Listening Comprehension: Greetings and Introductions</a></li><li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li><li><a href="#">5. Writing: Greetings and Introductions</a></li><li><a href="#">6. Speaking: Greetings and Introductions</a></li><li><a href="#">7. Grammar - Formalities in French: Greetings and Introductions</a></li><li><a href="#">8. Authentic Tasks: Greetings and Introductions</a></li><li><a href="#">9. Cultural Lesson: Greetings and Introductions</a></li></ul> <p><b>Immersion lessons</b></p> <ul style="list-style-type: none"><li><a href="#">1. Introduction: Saluer et se présenter</a></li><li><a href="#">2. Reading Comprehension: Saluer et se présenter</a></li><li><a href="#">3. Listening Comprehension: Saluer et se présenter</a></li></ul> <p><b>Vocabulary list</b></p> <ul style="list-style-type: none"><li><a href="#">Unit 1: Greetings and Introductions - Core Vocabulary</a></li><li><a href="#">Unit 1: Greetings and Introductions - Extra Vocabulary</a></li></ul> <p><b>Assessments</b></p> <ul style="list-style-type: none"><li><a href="#">Beginner U1 Assessment Auto-marked</a></li><li><a href="#">Beginner U1 Assessment Manually-marked</a></li><li><a href="#">Beginner U1 Assessment Speaking</a></li></ul>

<b>Unit 02: Family and Pets</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Family and Pets (Updated)</a>  <a href="#">2. Vocabulary Practice: Family and Pets</a>  <a href="#">3. Listening Comprehension: Family and Pets</a>  <a href="#">4. Reading Comprehension: Family and Pet</a>  <a href="#">5. Writing: Family and Pets</a>  <a href="#">6. Speaking: Family and Pets</a>  <a href="#">7a. Grammar: The Verb Avoir: Family and Pets</a>  <a href="#">7b. Grammar: Showing Possession: Family and Pets</a>  <a href="#">8. Authentic Tasks: Family and Pets</a>  <a href="#">9. Cultural Lesson: Family and Pets</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction: La famille et les animaux de compagnie</a>  <a href="#">3. Compréhension orale : La famille et les animaux de compagnie</a>  <a href="#">3. Reading Comprehension: La famille et les animaux de compagnie</a> </p> <p><b>Vocabulary list</b></p> <p> <a href="#">Unit 2: Family and Pets – Core Vocabulary</a>  <a href="#">Unit 2: Family and Pets – Extra Vocabulary</a> </p> <p><b>Assessment</b></p> <p> <a href="#">Beginner U2 Assessment Auto-marked</a>  <a href="#">Beginner U2 Assessment Manually-marked</a>  <a href="#">Beginner U2 Assessment Speaking</a> </p>
<b>Unit 03: Classroom</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Classroom</a>  <a href="#">2. Vocabulary Practice: Classroom</a>  <a href="#">3. Listening Comprehension: Classroom</a>  <a href="#">4. Reading Comprehension: Classroom</a> </p>

	<p> <a href="#">5. Writing: Classroom</a>  <a href="#">6. Speaking: Classroom</a>  <a href="#">7a. Grammar - Articles: Classroom</a>  <a href="#">7b. Grammar - Avoir: Classroom</a>  <a href="#">8. Authentic Tasks: Classroom</a>  <a href="#">9. Cultural Lesson: Classroom</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction : La salle de classe</a>  <a href="#">2. Compréhension orale : La salle de classe</a>  <a href="#">4. Compréhension écrite : La salle de classe</a> </p> <p><b>Vocabulary lists</b><a href="#">Unit 3: The Classroom – Core Vocabulary</a>  <a href="#">Unit 3: The Classroom – Extra Vocabulary</a></p> <p><b>Assessment</b></p> <p> <a href="#">Beginner U3 Assessment Auto-marked</a>  <a href="#">Beginner U3 Assessment Manually-marked</a>  <a href="#">Beginner U3 Assessment Speaking</a> </p>
<b>Unit 04: Dates and Birthdays</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Dates and Birthdays (Updated)</a>  <a href="#">2. Vocabulary Practice: Days and Birthdays</a>  <a href="#">3. Listening Comprehension: Days and Birthdays</a>  <a href="#">4. Reading Comprehension: Days and Birthdays</a>  <a href="#">5. Writing: Dates and Birthdays</a>  <a href="#">6. Speaking: Days and Birthdays</a>  <a href="#">7a. Grammar - Writing the Date in French: Days and Birthdays</a>  <a href="#">7b. Revision of Avoir and Writing Your Age: Days and Birthdays</a>  <a href="#">8. Authentic Tasks: Days and Birthdays</a>  <a href="#">9. Cultural Lesson: Days and Birthdays</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction: Dates et anniversaires</a>  <a href="#">3. Compréhension orale : Dates et anniversaires</a>  <a href="#">3. Reading Comprehension: Dates et anniversaires</a> </p> <p><b>Vocabulary list</b></p> <p> <a href="#">Unit 4: Dates and Birthdays – Core Vocabulary</a>  <a href="#">Unit 4: Dates and Birthdays – Extra Vocabulary</a> </p> <p><b>Assessment</b></p> <p> <a href="#">Beginner U4 Assessment Auto-marked</a>  <a href="#">Beginner U4 Assessment Manually-marked</a> </p>

	<a href="#">Beginner U4 Assessment Speaking</a>
<b>Unit 05: Countries and Nationalities</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Countries and Nationalities</a>  <a href="#">2. Vocabulary Practice: Countries and Nationalities</a>  <a href="#">3. Listening Comprehension: Countries and Nationalities</a>  <a href="#">4. Reading Comprehension: Countries and Nationalities</a>  <a href="#">5. Writing: Countries and Nationalities</a>  <a href="#">6. Speaking: Countries and Nationalities</a>  <a href="#">7a. Grammar - Être: Countries and Nationalities</a>  <a href="#">7b. Grammar - Adjective Agreement: Countries and Nationalities</a>  <a href="#">8. Authentic tasks: Countries and Nationalities</a>  <a href="#">9. Cultural Lesson: Countries and Nationalities</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction: Pays et nationalités</a>  <a href="#">3. Compréhension orale : Pays et nationalités</a>  <a href="#">3. Reading Comprehension: Pays et nationalités</a> </p> <p><b>Vocabulary list</b></p> <p> <a href="#">Unit 5: Countries and Nationalities - Core Vocabulary</a>  <a href="#">Unit 5: Countries and Nationalities - Extra Vocabulary</a> </p> <p><b>Assessments</b></p> <p> <a href="#">Beginner U5 Assessment Auto-marked</a>  <a href="#">Beginner U5 Assessment Manually-marked</a>  <a href="#">Beginner U5 Assessment Speaking</a> </p>
<b>Unit 06: Talking About Meals</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Talking About Meals (Updated)</a>  <a href="#">2. Vocabulary Practice: Talking About Meals</a>  <a href="#">3. Listening Comprehension: Talking About Meals</a>  <a href="#">4. Reading Comprehension: Talking About Meals</a> </p>

	<p> <a href="#">5. Writing: Talking About Meals</a>  <a href="#">6. Speaking: Talking About Meals</a>  <a href="#">7a. Grammar - Manger: Talking About Meals</a>  <a href="#">7b. Grammar - Boire: Talking About Meals</a>  <a href="#">7c. Grammar - Articles: Talking About Meals</a>  <a href="#">8. Authentic Tasks: Talking About Meals</a>  <a href="#">9. Cultural Lesson: Talking About Meals</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction: Parler de nourriture</a>  <a href="#">3. Listening Comprehension: Parler de nourriture</a>  <a href="#">4. Reading Comprehension: Parler de nourriture</a> </p> <p><b>Vocabulary list</b></p> <p> <a href="#">Unit 6: Liking/Disliking Meals and Food - Core Vocabulary</a>  <a href="#">Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary</a> </p> <p><b>Assessments</b></p> <p> <a href="#">Beginner U6 Assessment Auto-marked</a>  <a href="#">Beginner U6 Assessment Manually-marked</a>  <a href="#">Beginner U6 Assessment Speaking</a> </p>
<b>Unit 07: Describing People</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Describing People</a>  <a href="#">2. Vocabulary Practice: Describing People</a>  <a href="#">3. Listening Comprehension: Describing People</a>  <a href="#">4. Reading Comprehension: Describing People</a>  <a href="#">5. Writing: Describing People</a>  <a href="#">6. Speaking: Describing People</a>  <a href="#">7a. Grammar - Avoir: Describing People</a>  <a href="#">7b. Grammar - Etre: Describing People</a>  <a href="#">7c. Grammar - Adjective Agreement: Describing People</a>  <a href="#">8. Authentic Task: Describing People</a>  <a href="#">9. Cultural Lesson: Describing People</a> </p> <p><b>Immersion lessons</b></p>

	<p> <a href="#">1. Introduction: Décrire et se décrire</a>  <a href="#">3. Compréhension orale : Décrire et se décrire</a>  <a href="#">4. Compréhension écrite : Décrire et se décrire</a> </p> <p> <b>Vocabulary list</b> <a href="#">Unit 7: Describing People - Core Vocabulary</a>  <a href="#">Unit 7: Describing People - Extra Vocabulary</a> </p> <p> <b>Assessments</b>  <a href="#">Beginner U7 Assessment Auto-marked</a>  <a href="#">Beginner U7 Assessment Manually-marked</a>  <a href="#">Beginner U7 Assessment Speaking</a> </p>
<b>Unit 08: School Subjects</b>	<p> <b>Non-immersion lessons</b>  <a href="#">1. Introduction: School Subjects</a>  <a href="#">2. Vocabulary Practice: School Subjects</a>  <a href="#">3. Listening Comprehension: School Subjects</a>  <a href="#">4. Reading Comprehension: School Subjects</a>  <a href="#">5. Writing: School Subjects</a>  <a href="#">6. Speaking: School Subjects</a>  <a href="#">7. Grammar - ER Verbs: School Subjects</a>  <a href="#">8. Authentic Tasks: School Subjects</a>  <a href="#">9. Cultural Lesson: School Subjects</a> </p> <p> <b>Immersion lessons</b>  <a href="#">1. Introduction: Les matières à l'école</a>  <a href="#">2. Listening Comprehension: Les matières à l'école</a>  <a href="#">3. Reading Comprehension: Les matières à l'école</a> </p> <p> <b>Vocabulary list</b>  <a href="#">Unit 8: School Subjects - Core Vocabulary</a>  <a href="#">Unit 8: School Subjects - Extra Vocabulary</a> </p> <p> <b>Assessment</b>  <a href="#">Beginner U8 Assessment Auto-marked</a>  <a href="#">Beginner U8 Assessment Manually-marked</a>  <a href="#">Beginner U8 Assessment Speaking</a> </p>

<b>Unit 09: Leisure Activities</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: Leisure Activities</a>  <a href="#">2. Vocabulary Practice: Leisure Activities</a>  <a href="#">3. Listening Comprehension: Leisure Activities</a>  <a href="#">4. Reading Comprehension: Leisure Activities</a> <a href="#">5. Writing: Leisure Activities</a>  <a href="#">6. Speaking: Leisure Activities</a>  <a href="#">7a. Grammar - ER verbs: Leisure Activities</a>  <a href="#">7b. Grammar - Faire: Leisure Activities</a>  <a href="#">7c. Grammar - Aller: Leisure Activities</a>  <a href="#">7d. Grammar - Aller/Aimer + Infinitive: Leisure Activities</a>  <a href="#">8. Authentic Tasks: Leisure Activities</a>  <a href="#">9. Cultural Lesson: Leisure Activities</a> </p> <p><b>Immersion lessons</b></p> <p> <a href="#">1. Introduction: Les loisirs</a>  <a href="#">2. Listening Comprehension: Les loisirs</a>  <a href="#">3. Reading Comprehension: Les loisirs</a> </p> <p><b>Vocabulary list</b></p> <p> <a href="#">Unit 9: Leisure Activities - Core Vocabulary</a>  <a href="#">Unit 9: Leisure Activities - Extra Vocabulary</a> </p> <p><b>Assessment</b></p> <p> <a href="#">Beginner U9 Assessment Auto-marked</a>  <a href="#">Beginner U9 Assessment Manually-marked</a>  <a href="#">Beginner U9 Assessment Speaking</a> </p>
<b>Unit 10: My House</b>	<p><b>Non-immersion lessons</b></p> <p> <a href="#">1. Introduction: My House (Updated)</a>  <a href="#">2. Vocabulary Practice: My House</a>  <a href="#">3. Listening Comprehension: My House</a>  <a href="#">4. Reading Comprehension: My House</a>  <a href="#">5. Writing: My House</a>  <a href="#">7. Grammar - Adjectives: My House</a> </p>

	<a href="#">8. Authentic Tasks: My House</a> <a href="#">9. Cultural Lesson: My House</a>  <b>Immersion lessons</b> <a href="#">1. Introduction: Décrire sa maison</a> <a href="#">2. Compréhension orale: Décrire sa maison</a> <a href="#">3. Compréhension écrite : Décrire sa maison</a>  <b>Vocabulary list</b> <a href="#">Unit 10: My House – Core Vocabulary</a> <a href="#">Unit 10: My House – Extra Vocabulary</a> <a href="#">Unit 10.6: Speaking</a>  <b>Assessments</b> <a href="#">Beginner U10 Assessment Auto-marked</a> <a href="#">Beginner U10 Assessment Manually-marked</a> <a href="#">Beginner U10 Assessment Speaking</a>
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## Intermediate French:

[Unit 01: Ordering in a Restaurant](#)  
[Unit 02: Recipes and Shopping for Food](#)  
[Unit 03: Clothing](#)  
[Unit 04: Places and Directions](#)  
[Unit 05: Going on Holiday](#)  
[Unit 06: Birthdays and Celebrations](#)  
[Unit 07: Making Plans](#)  
[Unit 08: Daily Routines](#)  
[Unit 09: At the Doctor's](#)  
[Unit 10: Past Holidays](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)
<b>Unit 01: Commander au Restaurant</b> <a href="#">Unit 01: Ordering in a Restaurant</a>  <b>Learning outcomes for this unit:</b>	<b>Non-immersion lessons</b> <a href="#">1. Introduction: Ordering in a Restaurant</a> <a href="#">3. Listening Comprehension: Ordering in a Restaurant</a> <a href="#">4. Reading Comprehension: Ordering in a Restaurant</a> <a href="#">5. Writing: Ordering in a Restaurant (Updated)</a> <a href="#">6. Speaking: Ordering in a Restaurant</a> <a href="#">7. Authentic Tasks: Ordering in a Restaurant</a>



**Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Use appropriate common phrases when arriving at a restaurant.
- Order at a restaurant.
- Describe meals and understand a French menu.
- Ask for the bill.

**Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- Arriving at a restaurant.
- Ordering and paying for food at a restaurant.
- Asking about food.
- Restaurant reviews and food recommendations.

**Grammar points:**

- Asking questions.
- Modal verbs.
- The infinitive.
- Formality (repetition).

**Cultural focus in this unit:**

French menus and uncommon foods.

**Immersion lessons**

- [1. Introduction: Commander au Restaurant](#)
- [3. Listening Comprehension: Commander au Restaurant \(Updated\)](#)
- [4. Reading Comprehension: Commander au Restaurant \(Updated\)](#)
- [5. Writing: Commander au Restaurant \(Updated\)](#)
- [6. Speaking: Commander au Restaurant](#)
- [7. Authentic Tasks: Commander au Restaurant](#)

**Grammar**

- [2a. Grammar - Asking Questions: Ordering in a Restaurant](#)
- [2b. Grammar - Using Modals and the Infinitive: Ordering in a Restaurant](#)

**Vocabulary list**

- [Unit 1: Ordering in a Restaurant - Core Vocabulary](#)
- [Unit 1: Ordering in a Restaurant - Extra Vocabulary](#)

**Unit 02: Faire des Courses et Suivre une Recette**  
**Unit 02: Recipes and Shopping for Food**

**Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Communicate and answer basic questions in a shopping context.
- Request and pay for something in a shop.
- Understand and use common words describing quantities.
- Understand recipes.

**Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- Buying and asking about food.
- Different types of stores in France.
- French food and recipes.

**Grammar points:**

- Imperatives.

**Cultural focus in t**

**Non-immersion lessons**

- [1. Introduction: Recipes and Shopping for Food](#)
- [3. Listening Comprehension: Recipes and Shopping for Food](#)
- [4. Reading Comprehension: Recipes and Shopping for Food](#)
- [5. Writing: Recipes and Shopping for Food \(Updated\)](#)
- [6. Speaking: Recipes and Shopping for Food](#)
- [7. Authentic Tasks: Recipes and Shopping for Food](#)

**Immersion lessons**

- [1. Introduction: Faire des Courses et Suivre une Recette](#)
- [3. Listening Comprehension: Faire des Courses et Suivre une Recette \(Updated\)](#)
- [4. Reading Comprehension: Faire des Courses et Suivre une Recette \(Updated\)](#)
- [5. Writing: Faire des Courses et Suivre une Recette \(Updated\)](#)
- [6. Speaking: Faire des Courses et Suivre une Recette](#)
- [7. Authentic Tasks: Faire des Courses et Suivre une Recette](#)

**Grammar**

- [2. Grammar - Imperatives: Recipes and Shopping for Food](#)

**Vocabulary list**

- [Unit 2: Recipes and Shopping for Food - Core Vocabulary](#)
- [Unit 2: Recipes and Shopping for Food - Extra Vocabulary](#)

**Assessment:**

- [Intermediate Unit 02. Recipes and Shopping for Food](#)

**this unit:** French grocery stores and recipes.

### **Unit 03: Les Vêtements**

#### **Unit 03: Clothing**

#### **Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Describe what people are wearing.
- Ask for a piece of clothing at a store.
- Ask how much something costs.
- Give an opinion about a piece of clothing.

#### **Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- Style and fashion choices, i.e. what somebody is wearing.
- Preferences, i.e. likes and/or dislikes about items of clothing.
- Shopping for and trying on clothes in a clothing store.

#### **Grammar points:**

- Adjectives.
- Revision of *-er* verbs with the verb *porter*.

#### **Non-immersion lessons**

- [1. Introduction: Clothing](#)
- [3. Listening Comprehension: Clothing](#)
- [4. Reading Comprehension: Clothing](#)
- [5. Writing: Clothing \(Updated\)](#)
- [6. Speaking: Clothing](#)
- [7. Authentic Tasks: Clothing](#)

#### **Immersion lessons**

- [1. Introduction: Les Vêtements](#)
- [3. Listening Comprehension: Les Vêtements \(Updated\)](#)
- [4. Reading Comprehension: Les Vêtements \(Updated\)](#)
- [5. Writing: Les Vêtements \(Updated\)](#)
- [6. Speaking: Les Vêtements](#)
- [7. Authentic Tasks: Les Vêtements](#)

#### **Grammar**

- [2a. Grammar - Adjectives: Clothing](#)
- [2b. Grammar - Porter: Clothing](#)
- [2c. Grammar - Comparisons: Clothing](#)

#### **Vocabulary list**

- [Unit 3: Clothing - Core Vocabulary](#)
- [Unit 3: Clothing - Extra Vocabulary](#)

#### **Assessment**

- [Intermediate Unit 03: Clothing](#)

<ul style="list-style-type: none"> <li>• Comparisons.</li> </ul> <p><b>Cultural focus in this unit:</b> Formal wear, shopping, and fashion in France.</p>	
<p><b>Unit 04: Lieux et Directions</b> <b><u>Unit 04: Places and Directions</u></b></p> <p><b>Learning outcomes for this unit:</b> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe a town, including its features and/or attractions.</li> <li>• Ask for directions.</li> <li>• Give directions.</li> <li>• Describe the kinds of activities a town has to offer.</li> </ul> <p><b>Listening and reading comprehension topics:</b> Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• What different cities are like, and where they are in the world.</li> <li>• Comparisons of assorted cities and villages.</li> <li>• Asking for and giving directions.</li> </ul>	<p><b>Non-immersion lessons</b>  <a href="#">1. Introduction: Places and Directions</a>  <a href="#">3. Listening Comprehension: Places and Directions</a>  <a href="#">4. Reading Comprehension: Places and Directions</a>  <a href="#">5. Writing: Places and Directions (Updated)</a>  <a href="#">6. Speaking: Places and Directions</a>  <a href="#">7. Authentic Tasks: Places and Directions</a></p> <p><b>Immersion lessons</b>  <a href="#">1. Introduction: Lieux et Directions</a>  <a href="#">3. Listening Comprehension: Lieux et Directions (Updated)</a>  <a href="#">4. Reading Comprehension: Lieux et Directions (Updated)</a>  <a href="#">6. Speaking: Lieux et Directions</a>  <a href="#">7. Authentic Tasks: Lieux et Directions</a></p> <p><b>Grammar</b>  <a href="#">2a. Grammar - Adjectives: Places and Directions</a>  <a href="#">2b. Grammar - Comparisons and superlatives: Places and Directions</a>  <a href="#">2c. Grammar - Imperative: Places and Directions</a></p> <p><b>Vocabulary list</b>  <a href="#">Unit 4: Places and Directions - Core Vocabulary</a>  <a href="#">Unit 4: Places and Directions - Extra Vocabulary</a></p> <p><b>Assessment</b>  <a href="#">Intermediate Unit 04: Places and Directions</a></p>

<p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• Adjectives.</li> <li>• Comparisons.</li> <li>• Imperatives.</li> </ul> <p><b>Cultural focus in this unit:</b> French villages and cities.</p>	
<p><b>Unit 05: Partir en Vacances</b> <b><u>Unit 05: Going on Holiday</u></b></p> <p><b>Learning outcomes for this unit:</b> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Discuss holiday plans.</li> <li>• Book a hotel and/or train ticket.</li> <li>• Complain about problems in a hotel.</li> <li>• Understand hotel reviews.</li> </ul> <p><b>Listening and reading comprehension topics:</b> Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• Making a reservation.</li> <li>• Hotel bookings and reviews.</li> <li>• Train tickets.</li> <li>• Holiday plans in general.</li> </ul>	<p><b>Non-immersion lessons</b>  <a href="#">1. Introduction: Going on Holiday</a>  <a href="#">3. Listening Comprehension: Going on Holiday</a>  <a href="#">4. Reading Comprehension: Going on Holiday</a>  <a href="#">5. Writing: Going on Holiday (Updated)</a>  <a href="#">6. Speaking: Going on Holiday</a>  <a href="#">7. Authentic Tasks: Going on Holiday</a> </p> <p><b>Immersion lessons</b>  <a href="#">1. Introduction: Partir en Vacances</a>  <a href="#">3. Listening Comprehension: Partir en Vacances (Updated)</a>  <a href="#">4. Reading Comprehension: Partir en Vacances (Updated)</a>  <a href="#">5. Writing: Partir en Vacances (Updated)</a>  <a href="#">6. Speaking: Partir en Vacances</a> </p> <p><b>Grammar</b>  <a href="#">2a. Grammar – Futur Proche: Going on Holiday</a>  <a href="#">2b. Grammar – Future Tense: Going on Holiday</a>  <a href="#">2c. Grammar – Prepositions for Places: Going on Holiday</a> </p> <p><b>Vocabulary lists</b>  <a href="#">Unit 5: Going on Holiday – Core Vocabulary</a>  <a href="#">Unit 5: Going on Holiday – Extra Vocabulary</a> </p> <p><b>Assessment</b>  <a href="#">Intermediate Unit 05: Going on Holiday</a> </p>

<p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• <i>Futur proche</i>.</li> <li>• Future tense.</li> <li>• Prepositions for places.</li> </ul> <p><b>Cultural focus in this unit:</b> French hotels and holidays. School holidays in France</p>	
<p><b>Unit 06: Anniversaire et Fêtes</b> <b><u>Unit 06: Birthdays and Celebrations</u></b></p> <p><b>Learning outcomes for this unit:</b> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Invite somebody to a party.</li> <li>• Ask for details about somebody else's party.</li> <li>• Talk about presents for the party host.</li> <li>• Talk about how enjoyable a party is, was, or will be.</li> </ul> <p><b>Listening and reading comprehension topics:</b> Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>• Different types of parties.</li> <li>• Attending a party.</li> <li>• Planning a party, and party</li> </ul>	<p><b>Non-immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Birthdays and Celebrations</a></li> <li><a href="#">3. Listening Comprehension: Birthdays and Celebrations</a></li> <li><a href="#">4. Reading Comprehension: Birthdays and Celebrations</a></li> <li><a href="#">5. Writing: Birthdays and Celebrations (Updated)</a></li> <li><a href="#">6. Speaking: Birthdays and Celebrations</a></li> <li><a href="#">7. Authentic Tasks: Birthdays and Celebrations</a></li> </ol> <p><b>Immersion lessons</b></p> <ol style="list-style-type: none"> <li><a href="#">1. Introduction: Anniversaire et Fêtes</a></li> <li><a href="#">3. Listening Comprehension: Anniversaire et Fêtes (Updated)</a></li> <li><a href="#">4. Reading Comprehension: Anniversaire et Fêtes (Updated)</a></li> <li><a href="#">5. Writing: Anniversaires et Fêtes (Updated)</a></li> <li><a href="#">7. Authentic tasks: Anniversaire et Fêtes</a></li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li><a href="#">2a. Grammar - Futur Proche: Birthdays and Celebrations</a></li> <li><a href="#">2b. Grammar - Passé Composé: Birthdays and Celebrations</a></li> <li><a href="#">2c. Grammar - Using the Imperfect for Descriptions: Birthdays and Celebrations</a></li> <li><a href="#">2d. Grammar - Object Pronouns: Birthdays and Celebrations</a></li> </ol> <p><b>Vocabulary list</b></p> <ol style="list-style-type: none"> <li><a href="#">Unit 6: Birthdays and Celebrations - Core Vocabulary</a></li> <li><a href="#">Unit 6: Birthdays and Celebrations - Extra Vocabulary</a></li> </ol>

<p>invitations.</p> <ul style="list-style-type: none"> <li>• Party activities.</li> <li>• Easter in France.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>• <i>Futur proche.</i></li> <li>• <i>Passé composé.</i></li> <li>• Using the imperfect for descriptions.</li> <li>• Object pronouns.</li> </ul> <p><b>Cultural focus in this unit:</b> French parties and celebrations.</p>	
<p><b>Unit 07: Faire des Projets</b> <b><u>Unit 07: Making Plans</u></b></p> <p><b>Learning outcomes for this unit:</b> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>• Ask someone to join in an activity.</li> <li>• Arrange a time and place to meet up.</li> <li>• Talk about favourite activities.</li> <li>• Accept or turn down an invitation.</li> </ul>	<p><b>Non-immersion lessons</b></p> <p><a href="#">1. Introduction: Making Plans</a>  <a href="#">3. Listening Comprehension: Making Plans</a>  <a href="#">4. Reading Comprehension: Making Plans</a>  <a href="#">5. Writing: Making Plans (Updated)</a>  <a href="#">6. Speaking: Making Plans</a>  <a href="#">7. Authentic Tasks: Making Plans</a></p> <p><b>Immersion lessons</b></p> <p><a href="#">1. Introduction: Faire des Projets</a>  <a href="#">3. Listening Comprehension: Faire des Projets (Updated)</a>  <a href="#">4. Reading Comprehension: Faire des Projets (Updated)</a>  <a href="#">5. Writing: Faire des Projets (Updated)</a>  <a href="#">6. Speaking: Faire des Projets</a>  <a href="#">7. Authentic tasks: Faire des Projets</a></p>

**Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- Planning an activity.
- Deciding where and when to do something.
- Inviting someone to take part in an activity.
- Suggesting an activity.
- A summary of the film 'Amélie'.

**Grammar points:**

- Asking questions in French.
- Object pronoun 'y'.
- Revision - using modal verbs with an infinitive.

**Cultural focus in this unit:**

Planning outings, and favourite pastimes.

**Grammar**

[2a. Grammar - Asking Questions in French: Making Plans](#)

[2b. Grammar - Object Pronoun Y: Making Plans](#)

[2c. Grammar - Revision of Modal + Infinitive: Making Plans](#)

**Vocabulary lists**

[Unit 7: Making plans - Core Vocabulary](#)

[Unit 7: Making plans - Extra Vocabulary](#)

**Unit 08: La Routine Quotidienne****[Unit 08: Daily Routines](#)****Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Talk about one's own daily routine.

**Non-immersion lessons**

[1. Introduction: Daily Routines](#)

[3. Listening Comprehension: Daily Routines](#)

[4. Reading Comprehension: Daily Routines](#)

[5. Writing: Daily Routines \(Updated\)](#)

[6. Speaking: Daily Routines](#)

[7. Authentic Tasks: Daily Routines](#)

**Immersion lessons**

[1. Introduction: La Routine Quotidienne](#)

[3. Listening Comprehension: La Routine Quotidienne \(Updated\)](#)



<ul style="list-style-type: none"> <li>● Ask about somebody else's daily routine.</li> <li>● Use common linking words.</li> <li>● Tell the time.</li> </ul> <p><b>Listening and reading comprehension topics:</b> Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>● When people go to bed and when they get up.</li> <li>● What people in different countries do in the evening.</li> <li>● A typical school day in different countries.</li> <li>● What people do on the weekend.</li> <li>● What people eat for different mealtimes.</li> </ul> <p><b>Grammar points:</b></p> <ul style="list-style-type: none"> <li>● Reflexive verbs, including in the past.</li> </ul> <p><b>Cultural focus in this unit:</b> School timetables, and working life.</p>	<p><a href="#">4. Reading Comprehension: La Routine Quotidienne (Updated)</a>  <a href="#">5. Writing: La Routine Quotidienne (Updated)</a>  <a href="#">6. Speaking: La Routine Quotidienne</a>  <a href="#">7. Authentic Task: La Routine Quotidienne</a></p> <p><b>Grammar</b>  <a href="#">2a. Grammar - Reflexive Verbs: Daily Routines</a>  <a href="#">2b. Grammar - Reflexive Verbs in the Past: Daily Routines</a></p> <p><b>Vocabulary list</b>  <a href="#">Unit 8: Daily Routine - Core Vocabulary</a>  <a href="#">Unit 8: Daily Routine - Extra Vocabulary</a></p>
<p><b>Unit 09: Chez le Docteur</b>  <a href="#">Unit 09: At the Doctor's</a></p>	<p><b>Non-immersion lessons</b>  <a href="#">1. Introduction: At the Doctor's</a>  <a href="#">3. Listening Comprehension: At the Doctor's</a>  <a href="#">4. Reading Comprehension: At the Doctor's</a></p>

**Learning outcomes for this unit:**

By the end of this unit, students will be able to:

- Name and list basic body parts.
- Describe common ailments and injuries.
- Understand a medical professional's treatment recommendations.
- Ask questions about medical treatment.
- Give suggestions for a healthy lifestyle.

**Listening and reading comprehension topics:**

Monologues, conversations and texts about:

- People's health problems.
- Health issues in a wider sense.
- Visits to a doctor or pharmacy.
- Accidents, illnesses, burns and broken bones.
- Exercise.

**Grammar points:**

- Using the imperative for giving advice.
- *Le passé composé*.

[5. Writing: At the Doctor's \(Updated\)](#)

[6. Speaking: At the Doctor's](#)

[7. Authentic Tasks: At the Doctor's](#)

**Immersion lessons**

[1. Introduction: Chez le Docteur](#)

[3. Listening Comprehension: Chez le Docteur \(Updated\)](#)

[4. Reading Comprehension: Chez le Docteur \(Updated\)](#)

[5. Writing: Chez le Docteur \(Updated\)](#)

[6. Speaking: Chez le Docteur](#)

[7. Authentic tasks: Chez le Docteur](#)

**Grammar**

[2a. Grammar - Using the Imperative for Giving Advice: At the Doctor's](#)

[2b. Grammar - Le Passé Composé: At the Doctor's](#)

[2c. Grammar - Using the Imperfect: At the Doctor's](#)

**Vocabulary lists**

[Unit 9: At the Doctor's - Core vocabulary](#)

[Unit 9: At the Doctor's - Extra vocabulary](#)

<ul style="list-style-type: none"> <li>Using the imperfect.</li> </ul> <p><b>Cultural focus in this unit:</b> Health insurance, sick leave and medication.</p>	
<p><b>Unit 10: Raconter ses Vacances</b> <b><u>Unit 10: Past Holidays</u></b></p> <p><b>Learning outcomes for this unit:</b> By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> <li>Talk about how and where they spent past holidays.</li> <li>Ask somebody else about their past holiday(s), including holiday activities.</li> <li>Talk about the weather, food and people as those concepts relate to holidays.</li> <li>Describe various ways of travelling.</li> </ul> <p><b>Listening and reading comprehension topics:</b> Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> <li>Where and when somebody</li> </ul>	<p><b>Non-immersion lessons</b>  <a href="#">1. Introduction: Past Holidays</a>  <a href="#">3. Listening Comprehension: Raconter ses Vacances (Updated)</a>  <a href="#">4. Reading Comprehension: Past Holidays</a>  <a href="#">5. Writing: Past Holidays (Updated)</a>  <a href="#">6. Speaking: Past Holidays</a>  <a href="#">7. Authentic Tasks: Past Holidays</a> </p> <p><b>Immersion lessons</b>  <a href="#">1. Introduction: Raconter ses Vacances</a>  <a href="#">3. Listening Comprehension: Past Holidays</a>  <a href="#">4. Reading Comprehension: Raconter ses Vacances (Updated)</a>  <a href="#">5. Writing: Raconter ses Vacances (Updated)</a>  <a href="#">6. Speaking: Raconter ses Vacances</a>  <a href="#">7. Authentic tasks: Raconter ses Vacances</a> </p> <p><b>Grammar</b>  <a href="#">2a. Grammar - Passé Composé with Avoir: Past Holidays</a>  <a href="#">2b. Grammar - Passé Composé with Être: Past Holidays</a>  <a href="#">2c. Grammar - The Imperfect: Past Holidays</a>  <a href="#">2d. Grammar - Prepositions for Places: Past Holidays</a> </p> <p><b>Vocabulary lists</b>  <a href="#">Unit 10: Past Holidays - Core Vocabulary</a>  <a href="#">Unit 10: Past Holidays - Extra Vocabulary</a> </p>

went on holiday.

- How somebody's holiday was.
- What somebody did on holiday.
- Holiday plans and wishes.

**Grammar points:**

- *Passé composé* with *avoir*.
- *Passé composé* with *être*.
- The imperfect.
- Prepositions for places.

**Cultural focus in this unit:**

French islands. Where do the French go on holiday?

## Authentic French video lessons:

### Beginner - Intermediate

Level	Video lesson and link:
Beginner: A1	<a href="#">Around the House</a>
	<a href="#">Around the House (vocabulary)</a>
	<a href="#">Buying Clothes</a>

	<a href="#">Buying Clothes (vocabulary)</a>
	<a href="#">Classroom Instructions</a>
	<a href="#">Classroom Instructions (vocabulary)</a>
	<a href="#">Days of the Week</a>
	<a href="#">Days of the Week(vocabulary)</a>
	<a href="#">Family</a>
	<a href="#">Family (vocabulary)</a>
	<a href="#">Food &amp; Drink</a>
	<a href="#">Food &amp; Drink (vocabulary)</a>
	<a href="#">Registration</a>
	<a href="#">Registration (vocabulary)</a>
	<a href="#">Timetable</a>
	<a href="#">Timetable (vocabulary )</a>
	<a href="#">Weather</a>
	<a href="#">Weather (vocabulary)</a>
Intermediate: A2	<a href="#">Comparing (vocabulary)</a>
	<a href="#">Comparing</a>
	<a href="#">Directions (vocabulary)</a>
	<a href="#">Directions</a>
	<a href="#">Entertainment (vocabulary)</a>
	<a href="#">Entertainment</a>
	<a href="#">Family Life (vocabulary)</a>
	<a href="#">Family Life</a>
	<a href="#">Francophone Countries (vocabulary)</a>
	<a href="#">Francophone Countries</a>
	<a href="#">Hotel check in (vocabulary)</a>
	<a href="#">Hotel check in</a>
	<a href="#">Hotel Reservations</a>

	<a href="#">Hotel Reservations</a>
	<a href="#">Last Weekend (vocabulary)</a>
	<a href="#">Last Weekend</a>
	<a href="#">Leisure (vocabulary)</a>
	<a href="#">Leisure</a>
	<a href="#">Permission (vocabulary)</a>
	<a href="#">Permission</a>
	<a href="#">Professions (vocabulary)</a>
	<a href="#">Professions</a>
	<a href="#">Shopping Online (vocabulary)</a>
	<a href="#">Shopping Online</a>
	<a href="#">Sports (vocabulary)</a>
	<a href="#">Sports</a>
	<a href="#">Studies (vocabulary)</a>
	<a href="#">Studies</a>
	<a href="#">Transport (vocabulary)</a>
	<a href="#">Transport</a>
	<a href="#">Volunteering (vocabulary)</a>
	<a href="#">Volunteering</a>
Conversation videos: A1/A2	<a href="#">Countries (vocabulary)</a>
	<a href="#">Countries</a>
	<a href="#">Environment (vocabulary)</a>
	<a href="#">Environment</a>
	<a href="#">Francophone Countries (vocabulary)</a>
	<a href="#">Francophone Countries</a>

	<a href="#">Global Issues (vocabulary)</a>
	<a href="#">Global Issues</a>
	<a href="#">Healthy Living (vocabulary)</a>
	<a href="#">Healthy Living</a>
	<a href="#">Introductions (vocabulary)</a>
	<a href="#">Introductions</a>
	<a href="#">Languages (vocabulary)</a>
	<a href="#">Languages</a>
	<a href="#">Professions (vocabulary)</a>
	<a href="#">Professions</a>
	<a href="#">Religious Celebrations</a>
	<a href="#">Religious Celebrations</a>
	<a href="#">Religious Practices (vocabulary)</a>
	<a href="#">Religious Practices</a>
	<a href="#">Technology (vocabulary)</a>
	<a href="#">Technology</a>

