



NSW French EP Curriculum Map

Implementation in 2024

Stage 5

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 utilise 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 customised according to their teaching strategies, while ensuring 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.

Interacting in French

(Listening, Speaking)

Outcomes: 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?	EP Units
Exchanging and negotiating meaning to interact in the target language	Socialise with peers to build and maintain relationships	<p>Beginner - "Exchange information about themselves". (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 01: Ordering in a Restaurant" • 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." <p>Intermediate - "Give and respond to compliments and congratulations".(NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 06: Birthdays and Celebrations" • Application: This unit provides an excellent opportunity for students to practise giving and responding to compliments and congratulations. For instance, students can practise congratulating each other on their birthdays or other celebrations. They can also compliment each other on the presents they give or receive. <p>Advanced - "Express sympathy or regret, and make amends". (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 09: At the Doctor's" 	<ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant • Unit 06: Birthdays and Celebrations • Unit 09: At the Doctor's

		<ul style="list-style-type: none"> ● 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 regretting an action that led to an injury. ● 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. ● 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. 	
	<p>Make arrangements with peers</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 practise essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u></p> <p>Beginner - “Request and grant permission for an event” (NESA)</p> <ul style="list-style-type: none"> ● Unit 06: Birthdays and Celebrations 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. 	<ul style="list-style-type: none"> ● Unit 06: Birthdays and Celebrations ● Unit 07: Making Plans ● Unit 08: Daily Routines

		<p>This can be used to practise requesting and granting permission for an event. For example, a student could practise asking for permission to attend a party or granting permission for a friend to come to their party.</p> <p>Intermediate - “Give and respond to invitations” (NESA)</p> <ul style="list-style-type: none"> • Unit 07: Making Plans 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. <p>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</p> <ul style="list-style-type: none"> • Unit 08: Daily Routines 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 practise establishing and negotiating guidelines for the completion of actions. For example, a student could practise establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers. <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 practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	
	<p>Understand and reciprocate detailed information about their own and others’ personal worlds</p>	<p>For beginners, 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"> • Unit 08: Daily Routines, 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. 	<ul style="list-style-type: none"> • Unit 02: Recipes and Shopping for Food • Unit 07: Making Plans • Unit 08: Daily Routines • Unit 10: Past Holidays

		<p>This unit enables beginners to start a conversation about their day and lifestyle, which is a significant aspect of personal worlds.</p> <p>For intermediate learners, 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"> • Unit 10: Past Holidays and Unit 4: going on a holiday, 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 "Passé composé with avoir" and "The imperfect" help in conveying information in different time frames. <p>For advanced learners, the content descriptor aims to convey detailed information on a specific topic of interest.</p> <ul style="list-style-type: none"> • Unit 02: Recipes and Shopping for Food is an example in Education Perfect where advanced learners can delve into specific topics like French cuisine and 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>Express and compare emotions and personal preferences</p>	<p>Beginner - "Convey feelings about favourite people, places or things". (NESA)</p> <ul style="list-style-type: none"> • Unit 03 (Les Vêtements / Clothing): 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. • Unit 05 (Partir en Vacances / Going on Holiday): 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. • Unit 07 (Faire des Projets / Making Plans): This unit allows students to talk about their favourite activities and make plans to participate in them. <p>Intermediate - "Share and explain feelings of happiness, pain, or</p>	<ul style="list-style-type: none"> • Unit 03: Clothing • Unit 05: Going on Holiday • Unit 06: Birthdays and Celebrations • Unit 07: Making Plans • Unit 09: At the Doctor's • Unit 10: Past Holidays

		<p>surprise.” (NESA)</p> <ul style="list-style-type: none"> • Unit 06 (Anniversaire et Fêtes / Birthdays and Celebrations): 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. • Unit 09 (Chez le Docteur / At the Doctor's): This unit provides students with the language to describe common ailments and injuries, allowing them to express pain and concerns about health. • Unit 10 (Raconter ses Vacances / Past Holidays): 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. <p>Advanced - “Express and justify feelings of concern for other people.” (NESA)</p> <ul style="list-style-type: none"> • Unit 09 (Chez le Docteur / At the Doctor's): 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. • Unit 06 (Anniversaire et Fêtes / Birthdays and Celebrations): In this unit, students can express concerns or considerations when planning a party, thinking about the preferences and needs of the guests. • Unit 07 (Faire des Projets / Making Plans): Advanced students can further discuss the implications and considerations in making plans with others, expressing concern for their preferences and availability. 	
	<p>Ask questions, make requests and explain actions</p>	<p>Beginner:</p> <ul style="list-style-type: none"> • Unit 02 (Recipes and Shopping for Food): 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. • Unit 03 (Clothing): 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. 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> • Unit 04 (Places and Directions): Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions. <p>Intermediate:</p> <ul style="list-style-type: none"> • Unit 09 (At the Doctor's): 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. • Unit 07 (Making Plans): 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. • Unit 05 (Going on Holiday): 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. <p>Advanced:</p> <ul style="list-style-type: none"> • Unit 09 (At the Doctor's): This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices. • Unit 06 (Birthdays and Celebrations): 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. 	<ul style="list-style-type: none"> • Unit 06: Birthdays and Celebrations • Unit 07: Making Plans • Unit 08: Daily Routines • Unit 09: At the Doctor's • Unit 10: Past Holidays
	<p>Discuss and justify opinions, ideas and perspectives</p>	<p>Beginner - "Ask about and express a point of view" (NESA).</p> <ul style="list-style-type: none"> • In Unit 03: Clothing, 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. <p>Intermediate - "Share and justify satisfaction and dissatisfaction". (NESA)</p> <ul style="list-style-type: none"> • In Unit 05: Going on Holiday, 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 	<ul style="list-style-type: none"> • Unit 03: Clothing • Unit 05: Going on Holiday • Unit 09: At the Doctor's

		<p>and justify their satisfaction or dissatisfaction with the hotel services.</p> <p>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.</p> <p>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESAs)</p> <ul style="list-style-type: none"> • <u>In Unit 09: At the Doctor's</u>, 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. 	
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p>Beginner:</p> <ul style="list-style-type: none"> • <u>In Unit 02: Recipes and Shopping for Food</u>, 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. • <u>Unit 05: Going on Holiday</u> 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. • <u>Unit 07: Making Plans</u> 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. <p>Intermediate:</p> <ul style="list-style-type: none"> • <u>In Unit 03: Clothing</u>, 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 can involve managing turn-taking as they interact with store employees and other shoppers. • <u>Unit 06: Birthdays and Celebrations</u> covers inviting someone to a party and asking for details about someone else’s party, which 	<ul style="list-style-type: none"> • <u>Unit 02: Recipes and Shopping for Food</u> • <u>Unit 03: Clothing</u> • <u>Unit 04: Places and Directions</u> • <u>Unit 05: Going on Holiday</u> • <u>Unit 07: Making Plans</u> • <u>Unit 08: Daily Routines</u> • <u>Unit 09: At the Doctor's</u> • <u>Unit 10: Past Holidays</u>

		<p>involves managing turn-taking in a group setting as they talk about party plans and details.</p> <p>Advanced:</p> <ul style="list-style-type: none"> • Unit 04: Places and Directions 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. • Unit 09: At the Doctor's 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. • In Unit 10: Past Holidays, 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. 	
<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none"> • Interactive Listening Tasks 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. • Pronunciation Practice 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. • Voice Recording 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. • Instant Feedback The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills. • Vocabulary Building 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. 	<ul style="list-style-type: none"> • 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



		<p>describe common ailments and injuries, understand a medical professional's treatment recommendations, and give suggestions for a healthy lifestyle.</p> <ul style="list-style-type: none"> • Unit 10: Past Holidays: 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. 	
	<p>Control and manipulate a range of structures and features of the grammatical system to interact</p>	<ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: 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. • Unit 02: Recipes and Shopping for Food: 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. • Unit 03: Clothing: 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. • Unit 04: Places and Directions: 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. • Unit 05: Going on Holiday: 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. • Unit 06: Birthdays and Celebrations: Students learn to talk about parties and presents. The grammar points include the futur proche, passé composé, the imperfect for descriptions, and object 	<ul style="list-style-type: none"> • 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

		<p>pronouns. These structures are key for discussing past, present, and future events and describing objects or people.</p> <ul style="list-style-type: none"> • Unit 07: Making Plans: 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. • Unit 08: Daily Routines: 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. • Unit 09: At the Doctor's: 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. • Unit 10: Past Holidays: 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. 	
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</p>	<p>Beginner Level - "Use polite forms and show awareness of politeness conventions."(NESA)</p> <p>Unit 01: Ordering in a Restaurant 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>Intermediate Level - "Use appropriate language for avoiding and managing misunderstandings in interactions."(NESA)</p> <p>Example: Unit 07: Making Plans 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</p>	<ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant • Unit 07: Making Plans • Unit 09: At the Doctor's



		<p>meeting, and how to ask for clarification if they don't understand something.</p> <p>Advanced Level - "Adjust register of language to convey meaning in unfamiliar situations".(NESA)</p> <p>Example: Unit 09: At the Doctor's 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>	
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Understanding Texts

(Listening, Speaking, Reading, Writing)

Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Units
Understanding and responding to spoken, written and multimodal target language texts	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>Beginner Level - (NESA example: a recording to explain a change of plans): <u>EP's Unit 07: Making Plans</u> Many of the conversations in the lessons involve planning, rearranging schedules, and making decisions that could affect existing plans.</p> <p>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling): <u>Example: In Unit 03: Clothing</u>, can be aligned with this level. Monologues, conversations, and texts offer a framework for introducing language skills, listening exercises, and critical thinking on familiar themes that can be a stepping stone to broader topics like recycling or sustainability.</p>	<ul style="list-style-type: none">• 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

		<ul style="list-style-type: none"> • Describing Clothes: Use for adjective identification in listening exercises. • Price of Clothing: Focus on listening for numerical details. • Clothing Size: Practise listening for specific sizes. • Colours of Clothes: Identify colours for comprehension. • Preferences and Dislikes: Listen for opinions and preferences. • Deciding What to Wear: Listen for decision-making cues. <p>Advanced Level - (NESA example: an article addressing an issue of global significance): EP's Unit 5 Going on a Holiday and Unit 10 past Holidays are suitable for this level. This unit offers students the linguistic tools to understand discussions on global issues, even if it doesn't directly address them.</p> <p>Listening and Reading Comprehension: The focus on travel allows students to engage with contexts that may have global implications, like sustainability or cultural exchange.</p> <p>Grammar Points: Understanding the 'Future Tense' can help students grasp future projections related to global issues.</p> <p>Cultural Focus: Exposure to French hotels and holidays, School holidays in France can indirectly prepare students to understand the broader cultural aspects in globally significant articles.</p>	
	<p>Develop and use comprehension strategies</p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons.</p>	<ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant

	<p>to interpret information, opinions and ideas in texts</p>	<p>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>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA)</p> <ul style="list-style-type: none"> • Example: In Unit 01: Ordering in a Restaurant, 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. <p>Intermediate - "Use contextual clues to translate and explain a text".(NESA)</p> <p>Unit 01: Restaurant Students will be able to translate menus and dialogues using dining etiquette as clues.</p> <p>Unit 02: Recipes & Shopping Students will be able to decode shopping lists and recipes through clues like quantities and store types.</p> <p>Unit 03: Clothing Students will be able to translate fashion dialogues using material and style as clues.</p> <p>Unit 04: Places & Directions</p>	<ul style="list-style-type: none"> • 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
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		<p>Students will be able to interpret direction dialogues through landmarks and geographical terms.</p> <p>Unit 05: Holidays Students will be able to translate hotel bookings and travel plans using industry-specific language.</p> <p>Unit 06: Celebrations Students will be able to translate party invitations using celebration-specific terminology.</p> <p>Unit 07: Making Plans Students will be able to decode activity planning through timing and types of activities.</p> <p>Unit 08: Daily Routines Students will be able to translate daily schedules focusing on timing and sequence of tasks.</p> <p>Unit 09: At the Doctor's Students will be able to interpret medical dialogues using symptom and treatment language.</p> <p>Unit 10: Past Holidays Students will be able to translate travel experiences using weather and mode of travel as clues</p> <p>Advanced - "Summarise and explain inferred meaning in a text for others."(NESA)</p> <p>Though the units cover various topics, each one emphasises summarising and explaining inferred meaning, particularly through comprehension exercises in listening and reading.</p> <ul style="list-style-type: none"> ● Unit 1 Ordering in a Restaurant: Inferred meaning on French dining etiquette, cultural nuances. ● Unit 2 Recipes and Shopping for Food: Deductions about measurements, types of shops, and food culture. ● Unit 3 Clothing: Reading between lines on fashion 	
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		<p>preferences, inferring social etiquette in shopping.</p> <ul style="list-style-type: none"> • Unit 4 Places and Directions: Understanding implicit features of places, navigation cues. • Unit 5 Going on Holiday: Interpreting subtexts in hotel reviews, inferring details about travel arrangements. • Unit 6 Birthdays and Celebrations: Deciphering social norms, interpreting party themes and dynamics. • Unit 7 Making Plans: Grasping implied tones in invitations, interpreting scheduling nuances. • Unit 8 Daily Routines: Understanding inferred lifestyle choices and daily priorities. • Unit 9 At the Doctor's: Deciphering medical recommendations, inferred importance in treatments. • Unit 10 Past Holidays: Extracting emotional undertones, deducing past experiences through recounts. 	
	<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>Beginner Level - "At this level, students can respond personally to an interview with a well-known person from a target language-speaking country." (NESAS)</p> <ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: 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. <p>Intermediate Level - "At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country." (NESAS)</p> <p>Unit One: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Key Skills: Communication, asking for prices, understanding menus • Suggested Task: Students can interview restaurant owners or chefs to compare restaurant experiences in France and Australia. <p>Unit Two: Recipes and Shopping for Food</p>	<ul style="list-style-type: none"> • <u>Unit 01: Ordering in a Restaurant</u> • <u>Unit 02: Recipes and Shopping for Food</u> • <u>Unit 03: Clothing</u> • <u>Unit 04: Places and Directions</u> • <u>Unit 05: Going on Holiday</u> • <u>Unit 06: Birthdays and Celebrations</u> • <u>Unit 07: Making Plans</u> • <u>Unit 08: Daily Routines</u> • <u>Unit 09: At the Doctor's</u> • <u>Unit 10: Past Holidays</u>

		<ul style="list-style-type: none"> • Key Skills: Communicating in a shopping context, understanding quantities • Suggested Task: Students can interview food critics or chefs to compare food shopping practices in French-speaking countries and Australia. <p>Unit Three: Clothing</p> <ul style="list-style-type: none"> • Key Skills: Describing clothes, asking for prices, giving opinions • Suggested Task: Students can interview fashion designers to compare fashion trends in French-speaking countries and Australia. <p>Unit Four: Places and Directions</p> <ul style="list-style-type: none"> • Key Skills: Describing towns, asking for and giving directions • Suggested Task: Students can interview local authorities or tourism boards to compare town features or tourist attractions. <p>Unit Five: Going on Holiday</p> <ul style="list-style-type: none"> • Key Skills: Discussing holiday plans, booking hotels • Suggested Task: Students could interview travel bloggers or tourism experts to compare travel experiences. <p>Unit Six: Birthdays and Celebrations</p> <ul style="list-style-type: none"> • Key Skills: Inviting to parties, discussing gifts, talking about enjoyment • Suggested Task: Students can interview event planners or cultural experts to compare cultural norms around celebrations. <p>Unit Seven: Making Plans</p> <ul style="list-style-type: none"> • Key Skills: Arranging activities, extending invitations • Suggested Task: Students can interview social planners or community organisers to compare popular leisure activities. <p>Unit Eight: Daily Routines</p> <ul style="list-style-type: none"> • Key Skills: Discussing daily routines, telling the time • Suggested Task: Students could interview professionals to compare daily life and work-life balance. <p>Unit Nine: At the Doctor's</p> <ul style="list-style-type: none"> • Key Skills: Naming body parts, discussing ailments 	
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		<ul style="list-style-type: none"> • Suggested Task: Students can interview medical professionals to compare healthcare systems. <p>Unit Ten: Past Holidays</p> <ul style="list-style-type: none"> • Key Skills: Discussing past holidays, asking about holiday experiences • Suggested Task: Students can interview seasoned travellers or travel agents to compare holiday experiences. <p>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.”</p> <p>NESA</p> <ul style="list-style-type: none"> • Unit 03: Clothing 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. 	
	<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>	<p>Beginner Level - “Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose.”(NESA)</p> <ul style="list-style-type: none"> • Unit One: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Key Skills: Use of common phrases, formality, and questions ○ Alignment: Students will identify vocabulary and phrases that emphasise etiquette and courtesy in restaurant settings. • Unit Two: Recipes and Shopping for Food <ul style="list-style-type: none"> ○ Key Skills: Shopping vocabulary, quantities ○ Alignment: Students will explore how specific terms and phrases are used to achieve clarity and precision in recipes and shopping lists. 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> ● Unit Three: Clothing <ul style="list-style-type: none"> ○ Key Skills: Describing clothes, expressing opinions ○ Alignment: Students will identify adjectives and questions that help emphasise style and personal preferences in fashion. ● Unit Four: Places and Directions <ul style="list-style-type: none"> ○ Key Skills: Description of towns, giving directions ○ Alignment: Students will note phrases and vocabulary that emphasise the significance of landmarks and directions. ● Unit Five: Going on Holiday <ul style="list-style-type: none"> ○ Key Skills: Discussing holiday plans, future tense ○ Alignment: Students will understand how future tense and specific vocabulary are used to set expectations and plans. ● Unit Six: Birthdays and Celebrations <ul style="list-style-type: none"> ○ Key Skills: Inviting, discussing activities ○ Alignment: Students will recognize how language choices can emphasise the importance or mood of celebrations. ● Unit Seven: Making Plans <ul style="list-style-type: none"> ○ Key Skills: Arranging activities, extending invitations ○ Alignment: Students will examine how phrases and timing details emphasise the intent and enthusiasm behind social plans. ● Unit Eight: Daily Routines <ul style="list-style-type: none"> ○ Key Skills: Discussing daily activities, reflexive verbs ○ Alignment: Students will explore vocabulary and reflexive verbs that emphasise routine and daily life activities. ● Unit Nine: At the Doctor's <ul style="list-style-type: none"> ○ Key Skills: Describing ailments, understanding medical advice 	<ul style="list-style-type: none"> ● <u>Unit 10: Past Holidays</u>
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		<ul style="list-style-type: none"> ○ Alignment: Students will identify medical terms and imperatives that emphasise severity or recommendations in healthcare. ● Unit Ten: Past Holidays <ul style="list-style-type: none"> ○ Key Skills: Discussing past experiences, use of past tense ○ Alignment: Students will recognize how past tense verbs and descriptive vocabulary emphasize the recounting of past experiences. <p>Intermediate Level - “Identify cultural references in texts and examine their effect on the audience.”(NESA)</p> <ul style="list-style-type: none"> ● Ordering in a Restaurant: French menus and uncommon foods offer vocabulary context. ● Recipes and Shopping for Food: French food markets and recipes deepen shopping language skills. ● Clothing: French fashion enriches language about clothing and shopping. ● Places and Directions: French villages and cities provide a cultural lens for discussing directions. ● Going on Holiday: Focus on French hotels and holidays deepens travel language skills. ● Birthdays and Celebrations: French celebrations give context to party language. ● Making Plans: French leisure activities add cultural depth to planning. ● Daily Routines: French school timetables and work-life provide context for routine discussions. ● At the Doctor's: French healthcare system enriches medical vocabulary. ● Past Holidays: Popular French holiday destinations offer cultural context. <p>Advanced Level - “Identify and analyse language techniques used in texts in order to achieve purpose.”(NESA)</p>	
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		<ul style="list-style-type: none"> ● Unit 01: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Context: Everyday Dining ○ Language Techniques: Polite form, modal verbs, asking questions ○ Purpose: Effective communication in a dining scenario ● Unit 02: Recipes and Shopping for Food <ul style="list-style-type: none"> ○ Context: Grocery Shopping and Food Preparation ○ Language Techniques: Imperatives, common words describing quantities ○ Purpose: Efficient communication in a shopping and culinary context ● Unit 03: Clothing <ul style="list-style-type: none"> ○ Context: Retail Fashion Shopping ○ Language Techniques: Adjectives, comparisons, -er verbs with 'porter' ○ Purpose: Understanding and articulating fashion choices ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ Context: Navigational Guidance ○ Language Techniques: Adjectives, imperatives, comparisons ○ Purpose: Efficiently giving and receiving directions ● Unit 05: Going on Holiday <ul style="list-style-type: none"> ○ Context: Travel Planning ○ Language Techniques: Futur proche, future tense, prépositions ○ Purpose: Planning and discussing holiday arrangements ● Unit 06: Birthdays and Celebrations <ul style="list-style-type: none"> ○ Context: Social Events and Celebrations ○ Language Techniques: Futur proche, passé composé, object pronouns ○ Purpose: Coordinating and enjoying social gatherings ● Unit 07: Making Plans 	
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		<ul style="list-style-type: none"> ○ Context: Leisure and Social Activities ○ Language Techniques: Object pronoun 'y', modal verbs, asking questions ○ Purpose: Organising and extending invitations for activities ● Unit 08: Daily Routines <ul style="list-style-type: none"> ○ Context: Everyday Life ○ Language Techniques: Reflexive verbs, linking words ○ Purpose: Discussing daily activities and schedules ● Unit 09: At the Doctor's <ul style="list-style-type: none"> ○ Context: Medical Appointments ○ Language Techniques: Impératif, passé composé, imperfect ○ Purpose: Understanding and discussing medical conditions ● Unit 10: Past Holidays <ul style="list-style-type: none"> ○ Context: Recalling Travel Experiences ○ Language Techniques: Passé composé, prepositions, imperfect ○ Purpose: Narrating and asking about past travel experiences 	
<p>Applying knowledge of language systems to understand and respond to target language texts</p>	<p>Use knowledge of a wide range of features of the sound system to understand texts</p>	<p>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.</p>	<ul style="list-style-type: none"> ● 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

			<ul style="list-style-type: none"> • Unit 09: At the Doctor's • Unit 10: Past Holidays
	<p>Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts</p>	<p>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.</p>	<ul style="list-style-type: none"> • 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
	<p>Use knowledge of vocabulary from a wide range of themes to understand and respond to texts</p>	<p>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>	
	<p>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</p>	<p>Each unit provides students with a specialised focus on aspects of French language systems—such as grammar, verb conjugations, and cultural context—enabling them to decode and respond to authentic texts in real-life scenarios like ordering in a restaurant or navigating a city. Through this holistic approach, students are empowered to confidently interact with a variety of French texts.</p> <p>For instance, in the unit on ordering in a restaurant, students apply their understanding of polite form and modal verbs to read French menus and order a meal. Similarly, in the Clothing unit, the focus on comparisons, -er verbs with 'porter's'</p>	<ul style="list-style-type: none"> • 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

		<p>empowers students to describe clothes and comprehend the nuances in conversations about what to wear and clothing preferences. This tailored approach across units ensures that students not only learn the grammatical structures and cultural context but also can readily apply this knowledge to understand and respond to authentic texts in French.</p>	<ul style="list-style-type: none"> • Unit 08: Daily Routines • Unit 09: At the Doctor's • Unit 10: Past Holidays
	<p>Use metalanguage to reflect on and evaluate target language structures and features in texts</p>	<p>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</p> <ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: 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. <p>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)</p> <ul style="list-style-type: none"> • Unit 04: Places and Directions: 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. • In Unit 5: "Going on Holiday", they could identify formal phrases used in a hotel booking process versus informal language used in discussing holiday plans. • In Unit Nine: "At the Doctor's", the emphasis could be on comparing the formal language of discussing health problems with a doctor to the informal language one might use describing the same issues to a friend or family member. 	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> By using metalanguage in these ways across the units, students could enhance their understanding of the nuances and appropriateness of different forms of language in diverse contexts. Hence, they would acquire a good foundation in recognising and producing both formal and informal texts in French. <p>Advanced Level - "Use metalanguage to explain grammatical forms to others." (NESA)</p> <p>Unit 10: Past Holidays: 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>	
			<ul style="list-style-type: none">
<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</p>	<p>Beginner Level - Unit 01: Ordering in a Restaurant 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>Intermediate Level - Unit 06: Birthdays and Celebrations 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</p>	<ul style="list-style-type: none"> 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

		<p>students to consider and compare language use in different contexts.</p> <p>Advanced Level - Unit 10: Past Holidays This unit provides advanced students with the opportunity to analyse and reflect on how identity is 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>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p>Beginner - “Develop the capability to reflect on and engage with difference.” (NESA)</p> <ul style="list-style-type: none"> Unit: "Ordering in a Restaurant" (Unit 01) 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. <p>Intermediate - “Question and discuss stereotypes found in texts.” NESA</p> <ul style="list-style-type: none"> Unit: "Clothing" (Unit 03) 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. <p>Advanced - “Develop a metalanguage for discussing the relationship between language and culture.” (NESA)</p>	<ul style="list-style-type: none"> • <u>Unit 01: Ordering in a Restaurant</u> • <u>Unit 02: Recipes and Shopping for Food</u> • <u>Unit 03: Clothing</u> • <u>Unit 04: Places and Directions</u> • <u>Unit 05: Going on Holiday</u> • <u>Unit 06: Birthdays and Celebrations</u> • <u>Unit 07: Making Plans</u> • <u>Unit 08: Daily Routines</u> • <u>Unit 09: At the Doctor's</u> • <u>Unit 10: Past Holidays</u>

		<ul style="list-style-type: none">• Unit: "At the Doctor's" (Unit 09) 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.	
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Creating Texts

(Speaking, Writing)

Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Units
<p>Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience</p>	<p>Create informative texts to describe experiences and share information about their own and others' personal worlds</p>	<p>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</p> <p>Suggested Unit - "<u>Unit 06: Birthdays and Celebrations</u>" 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>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)</p> <p>Suggested Unit - "<u>Unit 04: Places and Directions</u>" 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>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or celebration such as</p>	<ul style="list-style-type: none"> • 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

		<p>mariages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</p> <p>Suggested Unit: "Unit 06: Birthdays and Celebrations" 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>Beginner - "a picture book to recount a past holiday".(NESA)</p> <p>Unit: "Unit 10: Past Holidays"</p> <ul style="list-style-type: none"> 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. <p>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</p> <p>Unit: "Unit 05: Going on Holiday"</p> <ul style="list-style-type: none"> 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. <p>Advanced - "a short story to describe a day in the life of a typical student."(NESA)</p>	<ul style="list-style-type: none"> 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

		<p>Unit: "Unit 08: Daily Routines"</p> <ul style="list-style-type: none"> This unit provides the necessary vocabulary and grammar to describe a typical day in a student's life. The "Reflexive 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>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>Beginner - "a tourist brochure to attract travellers to Australia."(NESA)</p> <ul style="list-style-type: none"> Suggested "Unit 04: Places and Directions" 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. <p>Intermediate - "an advertisement to encourage people to adopt a healthy lifestyle."(NESA)</p> <ul style="list-style-type: none"> Suggested "Unit 02: Recipes and Shopping for Food" and "Unit 09: At the Doctor's" Example: Students can use the vocabulary and grammar learned in these units to discuss 	<ul style="list-style-type: none"> 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

		<p>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.</p> <p>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</p> <ul style="list-style-type: none"> • Suggested Unit: "Unit 07: Making Plans" 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. For 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. 	
	<p>Plan, construct and edit texts</p>	<p>Beginne - “ Plan, construct and edit texts” (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 01: Ordering in a Restaurant" 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. 	<ul style="list-style-type: none"> • 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

		<p>Intermediate - "Use appropriate language register, style and effective layout to achieve purpose." (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 04: Places and Directions" 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 practise 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 practised by organising 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. <p>Advanced - "Use factual evidence to support an argument." (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 09: At the Doctor's" 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 practise 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. 	<ul style="list-style-type: none"> • Unit 10: Past Holidays
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<p>Applying knowledge of language systems to create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> • Use a wide range of features of the sound system to create spoken texts • Use a wide range of sound-symbol correspondences to create written texts 	<p>The Intermediate units offer a comprehensive set of resources designed to help students engage with language systems in real-world contexts. Ranging from restaurant ordering to health discussions, each unit includes interactive lessons, quizzes, and assessments focusing on listening, reading speaking, and writing skills. Teachers can amplify the learning experience through role-play, writing assignments, and cultural context discussions. These units equip students to create various types of texts while gaining a deep understanding of vocabulary, grammar, and the sound system of the language.</p> <p>Within these units, students have the opportunity to develop their listening and speaking comprehension by engaging with the sound system of the language. Writing exercises within each unit also allow students to create context-relevant written texts.</p> <p>Teachers can maximise the effectiveness of these units by:</p> <ul style="list-style-type: none"> • Encouraging students to practise speaking through role-play, presentations, or group discussions using vocabulary and grammar introduced in each unit. • Assigning writing tasks that correlate with the units, such as restaurant reviews, shopping lists, or holiday plans. • Utilising the listening comprehension lessons to deepen students' grasp of pronunciation, intonation, and rhythm. • Incorporating cultural elements to give students a broader understanding of the context in which the language is used. 	<ul style="list-style-type: none"> • 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
	<p>Adjust and adapt vocabulary from a wide range of themes to create texts</p>	<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>	<ul style="list-style-type: none"> • 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

		<ol style="list-style-type: none"> 1. Comprehensive Vocabulary Glossaries: 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. 2. Thematic Vocabulary: EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. 3. Multimedia Resources: 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 familiarise them with the vocabulary used in real-life situations. 4. Interactive Activities: 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 <p>Intermediate Units 1-10</p> <p>Where: Vocabulary section of each lesson</p>	<ul style="list-style-type: none"> • Unit 06: Birthdays and Celebrations • Unit 07: Making Plans • Unit 08: Daily Routines • Unit 09: At the Doctor's • Unit 10: Past Holidays
	<p>Control and manipulate a range of structures and features of the grammatical system to create texts</p>	<ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant: 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 practise these structures through the various lessons and tasks provided in the unit. • Unit 02: Recipes and Shopping for Food: The main grammar point in this unit is the use of imperatives. Students can practise using imperatives to create texts such as recipes or shopping lists. 	<ul style="list-style-type: none"> •

		<ul style="list-style-type: none"> • Unit 03: Clothing: This unit focuses on adjectives, comparisons, and the verb 'porter'. These can be used to create texts describing clothing or fashion preferences. • Unit 04: Places and Directions: This unit also focuses on adjectives, comparisons, and imperatives. Students can use these to create texts describing places or giving directions. • Unit 05: Going on Holiday: 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. • Unit 06: Birthdays and Celebrations: This unit focuses on the futur proche, passé composé, using the imperfect for descriptions, and object pronouns. These can be used to create texts discussing party plans or describing past celebrations. • Unit 07: Making Plans: 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. • Unit 08: Daily Routines: This unit introduces reflexive verbs, including in the past. These can be used to create texts discussing daily routines. • Unit 09: At the Doctor's: 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. • Unit 10: Past Holidays: 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. <p>In each unit, students can practise 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>	
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	<p>Use a range of structures and features of the target language writing system to create written texts</p>	<ul style="list-style-type: none"> ● Unit 01: Ordering in a Restaurant: Students can practise writing in the target language by creating their own restaurant menus or writing a review of a restaurant. They can also practise using formal and informal language structures, as well as the use of modal verbs and infinitives, as outlined in the unit's grammar points. ● Unit 02: Recipes and Shopping for Food: 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 practise using imperatives, a key feature of recipe writing. ● Unit 03: Clothing: Students can write descriptions of outfits or fashion trends using the vocabulary and adjectives provided in the unit. They can also practise comparisons, another key language structure. ● Unit 04: Places and Directions: Students can write about their town or city, or give directions to a specific location. The use of adjectives and comparisons, as well as imperatives for giving directions, can be practised here. ● Unit 05: Going on Holiday: Students can write about their holiday plans or write a hotel review. The use of future tense and prepositions for places can be practised in this unit. ● Unit 06: Birthdays and Celebrations: 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 practised here. ● Unit 07: Making Plans: Students can write about their favourite activities or make plans for a future outing. The use of question structures and modal verbs can be practised in this unit. ● Unit 08: Daily Routines: 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 practised. ● Unit 09: At the Doctor's: 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 practised here. 	<ul style="list-style-type: none"> ●
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		<ul style="list-style-type: none"> • Unit 10: Past Holidays: Students can write about their past holidays, using the past tenses and prepositions for places provided in the unit. <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>Applying knowledge of the target language culture(s) to create texts</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</p>	<p>While each unit has distinct themes and learning outcomes, they all present opportunities for students to adjust and adapt language in a manner that is culturally sensitive and appropriate.</p> <ul style="list-style-type: none"> • Unit 01: Ordering in a Restaurant Students can learn about French dining etiquette and how to order food in a culturally appropriate manner. They can practise 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. • Unit 02: Recipes and Shopping for Food 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 common words describing quantities, all of which are important cultural practices in France. • Unit 03: Clothing Students can learn about French fashion and shopping practices. They can practise 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. • Unit 04: Places and Directions 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 	<ul style="list-style-type: none"> • 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

		<p>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.</p> <ul style="list-style-type: none"> • Unit 05: Going on Holiday Students can learn about French holiday practices. They can practise 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. • Unit 06: Birthdays and Celebrations 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. • Unit 07: Making Plans Students can learn about the cultural practices associated with making plans in France. They can practise 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. • Unit 08: Daily Routines 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 cultural focus on school timetables and working life can help students understand and respect these cultural practices. • Unit 09: At the Doctor's 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 	
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		<p>health insurance, sick leave, and medication can help students understand and respect these cultural practices.</p> <ul style="list-style-type: none">• Unit 10: Past Holidays 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 travelling. The cultural focus on French islands and where the French go on holiday can help students understand and respect these cultural practices.	
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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.

General notes:

All units have an introduction section which covers key vocab and phrases for the unit.

All units have distinct separate sections to test listening and reading comprehension, writing and speaking.

Units are available in immersion and non-immersion versions. Immersion means all questions and answers for listening, reading, writing and speaking are in the target language. In Non-immersion mode, questions and answers are in English.

We have vocabulary glossaries in a separate folder to support students wanting to revise their vocabulary.

In the Teacher's Guide section you can find unit outlines and comprehension transcripts to save you time.

Please see the course maps below:

Beginner French:

EP Unit:	Lessons within each unit (linked with a hyperlink)
Unit 01: Greetings and Introductions	<p>Non-immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Greetings and Introductions2. Vocabulary Practice: Greetings and Introductions3. Listening Comprehension: Greetings and Introductions4. Reading Comprehension: Greetings and Introductions5. Writing: Greetings and Introductions6. Speaking: Greetings and Introductions7. Grammar - Formalities in French: Greetings and Introductions8. Authentic Tasks: Greetings and Introductions9. Cultural Lesson: Greetings and Introductions <p>Immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Saluer et se présenter2. Reading Comprehension: Saluer et se présenter3. Listening Comprehension: Saluer et se présenter



	<p>Vocabulary list Unit 1: Greetings and Introductions - Core Vocabulary Unit 1: Greetings and Introductions - Extra Vocabulary</p> <p>Assessments Beginner U1 Assessment Auto-marked Beginner U1 Assessment Manually-marked Beginner U1 Assessment Speaking</p>
<p>Unit 02: Family and Pets</p>	<p>Non-immersion lessons 1. Introduction: Family and Pets (Updated) 2. Vocabulary Practice: Family and Pets 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pet 5. Writing: Family and Pets 6. Speaking: Family and Pets 7a. Grammar: The Verb Avoir: Family and Pets 7b. Grammar: Showing Possession: Family and Pets 8. Authentic Tasks: Family and Pets 9. Cultural Lesson: Family and Pets</p> <p>Immersion lessons 1. Introduction: La famille et les animaux de compagnie 3. Compréhension orale : La famille et les animaux de compagnie 3. Reading Comprehension: La famille et les animaux de compagnie</p> <p>Vocabulary list Unit 2: Family and Pets - Core Vocabulary Unit 2: Family and Pets - Extra Vocabulary</p> <p>Assessment Beginner U2 Assessment Auto-marked Beginner U2 Assessment Manually-marked Beginner U2 Assessment Speaking</p>

<p>Unit 03: Classroom</p>	<p>Non-immersion lessons</p> <ul style="list-style-type: none"> 1. Introduction: Classroom 2. Vocabulary Practice: Classroom 3. Listening Comprehension: Classroom 4. Reading Comprehension: Classroom 5. Writing: Classroom 6. Speaking: Classroom 7a. Grammar - Articles: Classroom 7b. Grammar - Avoir: Classroom 8. Authentic Tasks: Classroom 9. Cultural Lesson: Classroom <p>Immersion lessons</p> <ul style="list-style-type: none"> 1. Introduction : La salle de classe 2. Compréhension orale : La salle de classe 4. Compréhension écrite : La salle de classe <p>Vocabulary listsUnit 3: The Classroom - Core Vocabulary Unit 3: The Classroom - Extra Vocabulary</p> <p>Assessment</p> <ul style="list-style-type: none"> Beginner U3 Assessment Auto-marked Beginner U3 Assessment Manually-marked Beginner U3 Assessment Speaking
<p>Unit 04: Dates and Birthdays</p>	<p>Non-immersion lessons</p> <ul style="list-style-type: none"> 1. Introduction: Dates and Birthdays (Updated) 2. Vocabulary Practice: Days and Birthdays 3. Listening Comprehension: Days and Birthdays 4. Reading Comprehension: Days and Birthdays 5. Writing: Dates and Birthdays 6. Speaking: Days and Birthdays 7a. Grammar - Writing the Date in French: Days and Birthdays 7b. Revision of Avoir and Writing Your Age: Days and Birthdays 8. Authentic Tasks: Days and Birthdays 9. Cultural Lesson: Days and Birthdays



	<p>Immersion lessons 1. Introduction: Dates et anniversaires 3. Compréhension orale : Dates et anniversaires 3. Reading Comprehension: Dates et anniversaires</p> <p>Vocabulary list Unit 4: Dates and Birthdays - Core Vocabulary Unit 4: Dates and Birthdays - Extra Vocabulary</p> <p>Assessment Beginner U4 Assessment Auto-marked Beginner U4 Assessment Manually-marked Beginner U4 Assessment Speaking</p>
<p>Unit 05: Countries and Nationalities</p>	<p>Non-immersion lessons 1. Introduction: Countries and Nationalities 2. Vocabulary Practice: Countries and Nationalities 3. Listening Comprehension: Countries and Nationalities 4. Reading Comprehension: Countries and Nationalities 5. Writing: Countries and Nationalities 6. Speaking: Countries and Nationalities 7a. Grammar - Être: Countries and Nationalities 7b. Grammar - Adjective Agreement: Countries and Nationalities 8. Authentic tasks: Countries and Nationalities 9. Cultural Lesson: Countries and Nationalities</p> <p>Immersion lessons 1. Introduction: Pays et nationalités 3. Compréhension orale : Pays et nationalités 3. Reading Comprehension: Pays et nationalités</p> <p>Vocabulary list</p>



	<p>Unit 5: Countries and Nationalities - Core Vocabulary Unit 5: Countries and Nationalities - Extra Vocabulary</p> <p>Assessments Beginner U5 Assessment Auto-marked Beginner U5 Assessment Manually-marked Beginner U5 Assessment Speaking</p>
<p>Unit 06: Talking About Meals</p>	<p>Non-immersion lessons 1. Introduction: Talking About Meals (Updated) 2. Vocabulary Practice: Talking About Meals 3. Listening Comprehension: Talking About Meals 4. Reading Comprehension: Talking About Meals 5. Writing: Talking About Meals 6. Speaking: Talking About Meals 7a. Grammar - Manger: Talking About Meals 7b. Grammar - Boire: Talking About Meals 7c. Grammar - Articles: Talking About Meals 8. Authentic Tasks: Talking About Meals 9. Cultural Lesson: Talking About Meals</p> <p>Immersion lessons 1. Introduction: Parler de nourriture 3. Listening Comprehension: Parler de nourriture 4. Reading Comprehension: Parler de nourriture</p> <p>Vocabulary list Unit 6: Liking/Disliking Meals and Food - Core Vocabulary Unit 6: Liking/Disliking Meals and Food - Extra Vocabulary</p> <p>Assessments Beginner U6 Assessment Auto-marked Beginner U6 Assessment Manually-marked Beginner U6 Assessment Speaking</p>



Unit 07: Describing People	<p>Non-immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Describing People2. Vocabulary Practice: Describing People3. Listening Comprehension: Describing People4. Reading Comprehension: Describing People5. Writing: Describing People6. Speaking: Describing People7a. Grammar - Avoir: Describing People7b. Grammar - Etre: Describing People7c. Grammar - Adjective Agreement: Describing People8. Authentic Task: Describing People9. Cultural Lesson: Describing People <p>Immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Décrire et se décrire3. Compréhension orale : Décrire et se décrire4. Compréhension écrite : Décrire et se décrire <p>Vocabulary list Unit 7: Describing People - Core Vocabulary Unit 7: Describing People - Extra Vocabulary</p> <p>Assessments</p> <ul style="list-style-type: none">Beginner U7 Assessment Auto-markedBeginner U7 Assessment Manually-markedBeginner U7 Assessment Speaking
Unit 08: School Subjects	<p>Non-immersion lessons</p> <ul style="list-style-type: none">1. Introduction: School Subjects2. Vocabulary Practice: School Subjects3. Listening Comprehension: School Subjects4. Reading Comprehension: School Subjects5. Writing: School Subjects6. Speaking: School Subjects7. Grammar - ER Verbs: School Subjects8. Authentic Tasks: School Subjects9. Cultural Lesson: School Subjects

	<p>Immersion lessons 1. Introduction: Les matières à l'école 2. Listening Comprehension: Les matières à l'école 3. Reading Comprehension: Les matières à l'école</p> <p>Vocabulary list Unit 8: School Subjects - Core Vocabulary Unit 8: School Subjects - Extra Vocabulary</p> <p>Assessment Beginner U8 Assessment Auto-marked Beginner U8 Assessment Manually-marked Beginner U8 Assessment Speaking</p>
<p>Unit 09: Leisure Activities</p>	<p>Non-immersion lessons 1. Introduction: Leisure Activities 2. Vocabulary Practice: Leisure Activities 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 5. Writing: Leisure Activities 6. Speaking: Leisure Activities 7a. Grammar - ER verbs: Leisure Activities 7b. Grammar - Faire: Leisure Activities 7c. Grammar - Aller: Leisure Activities 7d. Grammar - Aller/Aimer + Infinitive: Leisure Activities 8. Authentic Tasks: Leisure Activities 9. Cultural Lesson: Leisure Activities</p> <p>Immersion lessons 1. Introduction: Les loisirs 2. Listening Comprehension: Les loisirs 3. Reading Comprehension: Les loisirs</p> <p>Vocabulary list Unit 9: Leisure Activities - Core Vocabulary Unit 9: Leisure Activities - Extra Vocabulary</p> <p>Assessment Beginner U9 Assessment Auto-marked</p>



	<p>Beginner U9 Assessment Manually-marked Beginner U9 Assessment Speaking</p>
Unit 10: My House	<p>Non-immersion lessons</p> <ul style="list-style-type: none">1. Introduction: My House (Updated)2. Vocabulary Practice: My House3. Listening Comprehension: My House4. Reading Comprehension: My House5. Writing: My House7. Grammar - Adjectives: My House8. Authentic Tasks: My House9. Cultural Lesson: My House <p>Immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Décrire sa maison2. Compréhension orale: Décrire sa maison3. Compréhension écrite : Décrire sa maison <p>Vocabulary list</p> <ul style="list-style-type: none">Unit 10: My House - Core VocabularyUnit 10: My House - Extra VocabularyUnit 10.6: Speaking <p>Assessments</p> <ul style="list-style-type: none">Beginner U10 Assessment Auto-markedBeginner U10 Assessment Manually-markedBeginner U10 Assessment Speaking

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)
<p>Unit 01: Commander au Restaurant Unit 01: Ordering in a Restaurant</p> <p>Learning outcomes for this unit:</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none">● Use appropriate common phrases when arriving at a restaurant.● Order at a restaurant.● Describe meals and understand a French menu.● Ask for the bill. <p>Listening and reading comprehension topics: Monologues, conversations and texts about:</p> <ul style="list-style-type: none">● Arriving at a restaurant.● Ordering and paying for food at a restaurant.● Asking about food.● Restaurant reviews and food recommendations. <p>Grammar points:</p> <ul style="list-style-type: none">● Asking questions.● Modal verbs.● The infinitive.● Formality (repetition). <p>Cultural focus in this unit: French menus and uncommon foods.</p>	<p>Non-immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Ordering in a Restaurant3. Listening Comprehension: Ordering in a Restaurant4. Reading Comprehension: Ordering in a Restaurant5. Writing: Ordering in a Restaurant (Updated)6. Speaking: Ordering in a Restaurant7. Authentic Tasks: Ordering in a Restaurant <p>Immersion lessons</p> <ul style="list-style-type: none">1. Introduction: Commander au Restaurant3. Listening Comprehension: Commander au Restaurant (Updated)4. Reading Comprehension: Commander au Restaurant (Updated)5. Writing: Commander au Restaurant (Updated)6. Speaking: Commander au Restaurant7. Authentic Tasks: Commander au Restaurant <p>Grammar</p> <ul style="list-style-type: none">2a. Grammar - Asking Questions: Ordering in a Restaurant2b. Grammar - Using Modals and the Infinitive: Ordering in a Restaurant <p>Vocabulary list</p> <ul style="list-style-type: none">Unit 1: Ordering in a Restaurant - Core VocabularyUnit 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.

Non-immersion lessons

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



- 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*.
- Comparisons.

Cultural focus in this unit: Formal wear, shopping, and fashion in France.

- [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](#)

Unit 04: Lieux et Directions

Unit 04: Places and Directions

Learning outcomes for this unit:

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

- Describe a town, including its features and/or attractions.
- Ask for directions.
- Give directions.
- Describe the kinds of activities a town has to offer.

Listening and reading comprehension topics:

Monologues, conversations and texts about:

- What different cities are like, and where they are in the world.

Non-immersion lessons

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

Immersion lessons

- [1. Introduction: Lieux et Directions](#)
- [3. Listening Comprehension: Lieux et Directions \(Updated\)](#)
- [4. Reading Comprehension: Lieux et Directions \(Updated\)](#)
- [6. Speaking: Lieux et Directions](#)
- [7. Authentic Tasks: Lieux et Directions](#)

Grammar



- Comparisons of assorted cities and villages.
- Asking for and giving directions.

Grammar points:

- Adjectives.
- Comparisons.
- Imperatives.

Cultural focus in this unit: French villages and cities.

- [2a. Grammar - Adjectives: Places and Directions](#)
- [2b. Grammar - Comparisons and superlatives: Places and Directions](#)
- [2c. Grammar - Imperative: Places and Directions](#)

Vocabulary list

- [Unit 4: Places and Directions - Core Vocabulary](#)
- [Unit 4: Places and Directions - Extra Vocabulary](#)

Assessment

[Intermediate Unit 04: Places and Directions](#)

Unit 05: Partir en Vacances

[Unit 05: Going on Holiday](#)

Learning outcomes for this unit:

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

- Discuss holiday plans.
- Book a hotel and/or train ticket.
- Complain about problems in a hotel.
- Understand hotel reviews.

Listening and reading comprehension topics:

Monologues, conversations and texts about:

- Making a reservation.
- Hotel bookings and reviews.
- Train tickets.
- Holiday plans in general.

Grammar points:

- *Futur proche*.
- Future tense.
- Prepositions for places.

Cultural focus in this unit: French hotels and holidays.
School holidays in France

Non-immersion lessons

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

Immersion lessons

- [1. Introduction: Partir en Vacances](#)
- [3. Listening Comprehension: Partir en Vacances \(Updated\)](#)
- [4. Reading Comprehension: Partir en Vacances \(Updated\)](#)
- [5. Writing: Partir en Vacances \(Updated\)](#)
- [6. Speaking: Partir en Vacances](#)

Grammar

- [2a. Grammar - Futur Proche: Going on Holiday](#)
- [2b. Grammar - Future Tense: Going on Holiday](#)
- [2c. Grammar - Prepositions for Places: Going on Holiday](#)

Vocabulary lists

- [Unit 5: Going on Holiday - Core Vocabulary](#)
- [Unit 5: Going on Holiday - Extra Vocabulary](#)

Assessment

[Intermediate Unit 05: Going on Holiday](#)



Unit 06: Anniversaire et Fêtes
Unit 06: Birthdays and Celebrations

Learning outcomes for this unit:

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

- Invite somebody to a party.
- Ask for details about somebody else's party.
- Talk about presents for the party host.
- Talk about how enjoyable a party is, was, or will be.

Listening and reading comprehension topics:

Monologues, conversations and texts about:

- Different types of parties.
- Attending a party.
- Planning a party, and party invitations.
- Party activities.
- Easter in France.

Grammar points:

- *Futur proche*.
- *Passé composé*.
- Using the imperfect for descriptions.
- Object pronouns.

Cultural focus in this unit: French parties and celebrations.

Non-immersion lessons

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

Immersion lessons

- [1. Introduction: Anniversaire et Fêtes](#)
- [3. Listening Comprehension: Anniversaire et Fêtes \(Updated\)](#)
- [4. Reading Comprehension: Anniversaire et Fêtes \(Updated\)](#)
- [5. Writing: Anniversaires et Fêtes \(Updated\)](#)
- [7. Authentic tasks: Anniversaire et Fêtes](#)

Grammar

- [2a. Grammar - Futur Proche: Birthdays and Celebrations](#)
- [2b. Grammar - Passé Composé: Birthdays and Celebrations](#)
- [2c. Grammar - Using the Imperfect for Descriptions: Birthdays and Celebrations](#)
- [2d. Grammar - Object Pronouns: Birthdays and Celebrations](#)

Vocabulary list

- [Unit 6: Birthdays and Celebrations - Core Vocabulary](#)
- [Unit 6: Birthdays and Celebrations - Extra Vocabulary](#)

Unit 07: Faire des Projets
Unit 07: Making Plans

Learning outcomes for this unit:

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

Non-immersion lessons

- [1. Introduction: Making Plans](#)
- [3. Listening Comprehension: Making Plans](#)
- [4. Reading Comprehension: Making Plans](#)
- [5. Writing: Making Plans \(Updated\)](#)
- [6. Speaking: Making Plans](#)

- Ask someone to join in an activity.
- Arrange a time and place to meet up.
- Talk about favourite activities.
- Accept or turn down an invitation.

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.

[7. Authentic Tasks: Making Plans](#)

Immersion lessons

[1. Introduction: Faire des Projets](#)

[3. Listening Comprehension: Faire des Projets \(Updated\)](#)

[4. Reading Comprehension: Faire des Projets \(Updated\)](#)

[5. Writing: Faire des Projets \(Updated\)](#)

[6. Speaking: Faire des Projets](#)

[7. Authentic tasks: Faire des Projets](#)

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.
- Ask about somebody else's daily routine.
- Use common linking words.
- Tell the time.

Listening and reading comprehension topics:

Monologues, conversations and texts about:

- When people go to bed and when they get up.
- What people in different countries do in the evening.
- A typical school day in different countries.
- What people do on the weekend.

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 \(Updated\)](#)

[4. Reading Comprehension: La Routine Quotidienne \(Updated\)](#)

[5. Writing: La Routine Quotidienne \(Updated\)](#)

[6. Speaking: La Routine Quotidienne](#)

[7. Authentic Task: La Routine Quotidienne](#)

Grammar

<ul style="list-style-type: none"> • What people eat for different mealtimes. <p>Grammar points:</p> <ul style="list-style-type: none"> • Reflexive verbs, including in the past. <p>Cultural focus in this unit: School timetables, and working life.</p>	<p>2a. Grammar - Reflexive Verbs: Daily Routines 2b. Grammar - Reflexive Verbs in the Past: Daily Routines</p> <p>Vocabulary list Unit 8: Daily Routine - Core Vocabulary Unit 8: Daily Routine - Extra Vocabulary</p>
<p>Unit 09: Chez le Docteur Unit 09: At the Doctor's</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • 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. <p>Listening and reading comprehension topics: Monologues, conversations and texts about:</p> <ul style="list-style-type: none"> • People's health problems. • Health issues in a wider sense. • Visits to a doctor or pharmacy. • Accidents, illnesses, burns and broken bones. • Exercise. <p>Grammar points:</p> <ul style="list-style-type: none"> • Using the imperative for giving advice. • <i>Le passé composé</i>. • Using the imperfect. <p>Cultural focus in this unit: Health insurance, sick leave and medication.</p>	<p>Non-immersion lessons 1. Introduction: At the Doctor's 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's 5. Writing: At the Doctor's (Updated) 6. Speaking: At the Doctor's 7. Authentic Tasks: At the Doctor's</p> <p>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</p> <p>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</p> <p>Vocabulary lists Unit 9: At the Doctor's - Core vocabulary Unit 9: At the Doctor's - Extra vocabulary</p>

Unit 10: Raconter ses Vacances

Unit 10: Past Holidays

Learning outcomes for this unit:

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

- Talk about how and where they spent past holidays.
- Ask somebody else about their past holiday(s), including holiday activities.
- Talk about the weather, food and people as those concepts relate to holidays.
- Describe various ways of travelling.

Listening and reading comprehension topics:

Monologues, conversations and texts about:

- Where and when somebody 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?

Non-immersion lessons

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

Immersion lessons

- [1. Introduction: Raconter ses Vacances](#)
- [3. Listening Comprehension: Past Holidays](#)
- [4. Reading Comprehension: Raconter ses Vacances \(Updated\)](#)
- [5. Writing: Raconter ses Vacances \(Updated\)](#)
- [6. Speaking: Raconter ses Vacances](#)
- [7. Authentic tasks: Raconter ses Vacances](#)

Grammar

- [2a. Grammar - Passé Composé with Avoir: Past Holidays](#)
- [2b. Grammar - Passé Composé with Être: Past Holidays](#)
- [2c. Grammar - The Imperfect: Past Holidays](#)
- [2d. Grammar - Prepositions for Places: Past Holidays](#)

Vocabulary lists

- [Unit 10: Past Holidays - Core Vocabulary](#)
- [Unit 10: Past Holidays - Extra Vocabulary](#)



Authentic French video lessons:

Beginner - Intermediate

Level	Video lesson and link:
Beginner: A1	Around the House
	Around the House (vocabulary)
	Buying Clothes
	Buying Clothes (vocabulary)
	Classroom Instructions
	Classroom Instructions (vocabulary)
	Days of the Week
	Days of the Week(vocabulary)
	Family
	Family (vocabulary)
	Food & Drink
	Food & Drink (vocabulary)
	Registration
	Registration (vocabulary)
	Timetable
	Timetable (vocabulary)
	Weather
	Weather (vocabulary)
Intermediate: A2	Comparing (vocabulary)
	Comparing
	Directions (vocabulary)



	Directions
	Entertainment (vocabulary)
	Entertainment
	Family Life (vocabulary)
	Family Life
	Francophone Countries (vocabulary)
	Francophone Countries
	Hotel check in (vocabulary)
	Hotel check in
	Hotel Reservations
	Hotel Reservations
	Last Weekend (vocabulary)
	Last Weekend
	Leisure (vocabulary)
	Leisure
	Permission (vocabulary)
	Permission
	Professions (vocabulary)
	Professions
	Shopping Online (vocabulary)
	Shopping Online
	Sports (vocabulary)
	Sports
	Studies (vocabulary)
	Studies
	Transport (vocabulary)
	Transport



	Volunteering (vocabulary)
	Volunteering
Conversation videos: A1/A2	Countries (vocabulary)
	Countries
	Environment (vocabulary)
	Environment
	Francophone Countries (vocabulary)
	Francophone Countries
	Global Issues (vocabulary)
	Global Issues
	Healthy Living (vocabulary)
	Healthy Living
	Introductions (vocabulary)
	Introductions
	Languages (vocabulary)
	Languages
	Professions (vocabulary)
	Professions
	Religious Celebrations
Religious Celebrations	

	Religious Practices (vocabulary)
	Religious Practices
	Technology (vocabulary)
	Technology

