



# VC Arabic Years 7-10

## EP Curriculum Map

### Years 7-8 Achievement Standard

Content Descriptor	How EP Languages Supports This
Use written and spoken Arabic to exchange information about personal worlds.	<b>Getting Started with Arabic: Unit 1-4, Unit 10-12</b> These units cover greetings, introducing oneself, and talking about family, which aligns with exchanging information about personal worlds.
Express feelings, likes, and dislikes.	<b>Getting Started with Arabic: Unit 5, Unit 16</b> These units focus on expressing more feelings and likes/dislikes, particularly about food and drinks.
Use formulaic language for classroom functions.	<b>Getting Started with Arabic: Unit 9, Unit 8</b> These units cover classroom conversations and classroom objects, aligning with the use of formulaic language in a classroom setting.
Engage in planning, transacting, making arrangements, and negotiating.	<b>Beginner Arabic: Unit 8, Unit 9</b> These units cover school subjects and leisure activities, which can involve planning and making arrangements.
Apply features of pronunciation and rhythm in spoken Arabic.	<b>All Units</b> All units require spoken exercises, aiding in the application of correct pronunciation and rhythm.
Locate, classify, and sequence key points of information.	<b>All Units</b> Listening and reading comprehension activities in all units align with this standard.
Use key grammatical forms and structures.	<b>All Units</b> All units incorporate key grammatical forms like nouns, verbs, adjectives, etc., aligning with this standard.
Apply writing conventions to written texts.	<b>All Units</b> Writing lessons within units require students to apply writing conventions like punctuation, paragraphs, etc.
Translate and interpret everyday texts.	<b>All Units</b> Translation lists and writing lessons in all units provide ample practice for translation and interpretation. require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.
Identify ways in which spoken Arabic varies according to regions and countries.	<b>Cultural Focus in Each Unit</b> Each unit introduces cultural information relevant to the



	unit, including regional language variations.
Share responses to different imaginative texts by expressing feelings and ideas.	<b>Beginner Arabic: Unit 7, Unit 8</b> These units on describing people and school subjects allow for imaginative expression and sharing of feelings and ideas.
Create texts in Arabic and English, identifying words that do not readily translate	<b>All Units</b> Translation lists in all units help students identify words that do not readily translate.
Compare ways of communicating in Arabic and English.	<b>Cultural Focus in Each Unit</b> Each unit introduces cultural nuances that help students compare ways of communicating in both languages.
Identify the structure and features of different personal, informative, and imaginative texts.	<b>All Units</b> Each unit covers a variety of text types, aligning with this standard.

# Years 7-8 Content Descriptors

## Communicating

### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>VCARC001</b> Interact with peers and the teacher to exchange information about self, family and friends, routines, leisure activities, interests and special days, and express feelings, likes and dislikes.</p>	<p><b>Getting Started with Arabic:</b></p> <ul style="list-style-type: none"> <li>● Unit 10: My Family,</li> <li>● Unit 15: Food and Drinks,</li> <li>● Unit 16: Food and Drinks: Likes and Dislikes,</li> <li>● Unit 17: Days of the Week,</li> <li>● Unit 19: Activities at Home,</li> <li>● Unit 20: Activities away from Home</li> </ul> <p>These units cover various aspects like family, food preferences, days of the week, and activities, which align well with this descriptor. EP offers interactive exercises to help students express their feelings, likes, and dislikes.</p> <p><b>Beginner Arabic:</b></p> <ul style="list-style-type: none"> <li>● Unit One: Greetings and Introductions,</li> <li>● Unit Two: Family and Pets,</li> <li>● Unit Six: Liking/Disliking Meals and Food,</li> <li>● Unit Nine: Leisure Activities</li> </ul> <p>These units also align well, covering greetings, family, food preferences, and leisure activities. EP's listening and reading comprehension sections provide ample opportunities for students to interact and express themselves.</p>
<p><b>VCARC002:</b> Participate in collaborative planning, decision making and shared transactions, using different modes of communication.</p>	<ul style="list-style-type: none"> <li>● <b>Beginner Arabic: Unit Eight: School Subjects</b></li> </ul> <p>This unit focuses on discussing subject preferences, which involves collaborative decision-making. EP's "extra for experts" section offers advanced tasks that encourage shared transactions and decision-making.</p>
<p><b>VCARC003:</b> Interact in classroom routines and activities, developing language for a range of classroom functions and processes, such as following instructions, asking and answering questions, and requesting support by asking for repetition, permission and help.</p>	<ul style="list-style-type: none"> <li>● <b>Getting Started with Arabic: Unit 9: Classroom Conversations</b></li> <li>● <b>Beginner Arabic: Unit Three: The Classroom</b></li> </ul> <p>These units specifically target classroom interactions and routines. EP's listening and reading comprehension activities are particularly useful for developing language for classroom functions.</p>

## Informing

Content Descriptor	How EP Languages Supports This
<p><b>VCARC004:</b> Listen to, read and view a range of spoken, written and multimodal texts; identify, sequence and classify key points of information such as details about people and events; and use the information in new ways.</p>	<ul style="list-style-type: none"> <li>● <b>All Units</b></li> </ul> <p>EP's listening and reading comprehension activities across all units help students identify and classify key points in various text types.</p>
<p><b>VCARC005:</b> Convey and present ideas and information obtained from different sources relating to home, school, leisure and interests.</p>	<p><b>Getting Started with Arabic:</b></p> <ul style="list-style-type: none"> <li>● Unit 10: My Family,</li> <li>● Unit 17: Days of the Week,</li> <li>● Unit 19: Activities at Home,</li> <li>● Unit 20: Activities away from Home</li> </ul> <p>These units specifically cover topics related to home and leisure activities. EP's writing lessons within these units offer opportunities for students to convey and present ideas and information.</p> <p><b>Beginner Arabic:</b></p> <ul style="list-style-type: none"> <li>● Unit 8: School Subjects,</li> <li>● Unit 9: Leisure Activities</li> </ul> <p>These units focus on school and leisure activities, aligning well with the content descriptor. EP's "extra for experts" section in these units offers advanced tasks that encourage students to convey and present ideas and information.</p>

## Creating

Content Descriptor	How EP Languages Supports This
<p><b>VCARC006:</b> Participate in imaginative experience by listening to, viewing and reading texts, such as songs, cartoons, folk tales and other stories, and sharing opinions, ideas and responses relating to characters, settings and events.</p>	<p>In the reading comprehension section of each of the EP Languages units, students are exposed to a wide variety of text types. At Beginner and Intermediate level, this includes cartoons, blog entries, postcards, letters, emails, diary entries, menus, dialogues, phone messages. At the Advanced level, there are additional creative texts, such as stories and song lyrics.</p> <p><b>Beginner Arabic:</b></p> <ul style="list-style-type: none"> <li>● Unit 7: Describing People</li> </ul> <p>This unit allows students to engage in imaginative</p>

	<p>experiences as they describe people's appearances and personality traits. The unit's focus on description enables students to share opinions and ideas about characters, aligning well with this descriptor. Education Perfect's cultural references and interactive exercises add depth to these imaginative experiences.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>In the "extra for experts" section, students are required to complete a more creative task in the target language that relates to the unit studied.</p>
<p><b>VCARC007:</b> Create and adapt texts with imaginary scenarios, characters and events, using modelled language and different modes of presentation.</p>	<ul style="list-style-type: none"> <li>● <b>All Units</b></li> <li>●</li> </ul> <p>Each unit in both "<b>Getting Started with Arabic</b>" and "<b>Beginner Arabic</b>" includes writing lessons that allow students to create and adapt texts.</p> <p>In the writing lessons of each unit, students complete a variety of scaffolded activities to help them with their production skills and then have some extended writing tasks at the end which cover a range of text types and purposes.</p> <p>In the "extra for experts" section, students are required to complete a more creative task in the target language that relates to the unit studied.</p>

## Translating

Content Descriptor	How EP Languages Supports This
<p><b>VCARC008:</b> Translate and interpret short spoken and written texts, such as dialogues, speeches, labels, signs and messages, from Arabic into English and vice versa, using contextual cues and textual features, and recognising aspects that are similar or different in each language.</p>	<ul style="list-style-type: none"> <li>● <b>All Units</b></li> </ul> <p>EP's translation lists and writing lessons offer ample practice in translation at both sentence and word levels, aligning perfectly with this descriptor.</p> <p>Our translation lists provide students with plenty of translation practice at both sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing.</p>



	<p>and this process gives students insight into which words or phrases translate easily and which do not.</p> <p>Our writing lessons within our EP Languages units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>Our reading and listening comprehension activities in the EP Languages units don't require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>
<p><b>VCARC009:</b> Create bilingual texts such as posters, games and signs for the classroom and school community, making decisions about words and expressions that do not readily translate.</p>	<p>Students have the ability to create their own vocabulary lists and smart lessons within our system which they can use for their own learning support. In this process they will be required to decide how to deal with elements that cannot be readily translated.</p>

## Reflecting

Content Descriptor	How EP Languages Supports This
<p><b>VCARC010:</b> Reflect on personal responses and reactions during interactions in Arabic, recognising how interaction involves culture as well as language.</p>	<ul style="list-style-type: none"> <li>• <b>All Units</b></li> </ul> <p>Each of the EP Languages units has a cultural section in the introduction where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>At beginner level, there is a cultural lesson which introduces some key cultural elements relating to the unit and requires the students to reflect on this.</p>
<p><b>VCARC011:</b> Reflect on own identity, including aspects that relate to personal observations, experiences and feelings, and recognise how elements of identity such as family background, school and interests impact on intercultural exchange.</p>	

## Understanding

### Systems of language

Content Descriptor	How EP Languages Supports This
<p><b>VCARU012:</b> Understand features of the Arabic sound system, including intonation and pronunciation, and how these are represented in written form, and apply writing conventions to form letters, words and texts.</p>	<p>In the EP Languages units, each unit has a listening comprehension section with 8-10 listening comprehension texts, recorded by native speakers. In these activities, students are exposed to features of the</p>

	<p>Arabic sound system including pitch, rhythm, stress and intonation. There is also a speaking section for each unit where students are required to complete a variety of speaking tasks. These tasks allow students to listen back to what they have recorded and moderate their own pronunciation.</p> <p>The speaking lessons contain exercises to practise word level and sentence level pronunciation. The first stage of this is when students complete vocabulary lists in speaking mode, they are able to focus on the different aspects of Arabic sound patterns as they can record their pronunciation of a word, then listen back to their recording, and compare it to a native speaker. They can repeat the word as many times as they choose in order to perfect their pronunciation. Students then complete a similar style of activity which focuses on sentence level pronunciation.</p>
<p><b>VCARU013:</b> Understand and use aspects of key grammatical forms and structures in spoken and written texts, such as articles, nouns, adjectives, personal pronouns, verbs and verb tenses, conjunctions, adverbs, statements, negation and questions, and use vocabulary that relates to familiar environments and activities.</p>	<ul style="list-style-type: none"> <li>● <b>All Units</b></li> </ul> <p>EP's comprehensive activities cover various grammatical forms and structures, aligning well with this descriptor.</p> <p>In each of the EP Languages units, there is a grammar section which introduces new points in each unit. In each of these grammar sections there is an introduction which explains the grammar point in detail, then there are extensive activities to practise the grammar point, starting with recognition and moving towards free production. All units are very well-scaffolded.</p> <p><b>Getting Started with Arabic:</b></p> <ul style="list-style-type: none"> <li>● <b>Introduction to the Arabic Alphabet:</b> Focuses on Arabic sound system and writing conventions.</li> <li>● <b>Unit 4: Asking How You Are:</b> Introduces question formation.</li> <li>● <b>Unit 7: Numbers and Saying your Age:</b> Covers numbers and age-related expressions.</li> <li>● <b>Unit 8: Classroom Objects:</b> Introduces vocabulary related to classroom items.</li> <li>● <b>Unit 16: Food and Drinks: Likes and Dislikes:</b> Focuses on expressing preferences.</li> </ul> <p><b>Beginner Arabic:</b></p> <ul style="list-style-type: none"> <li>● <b>Unit 1: Greetings and Introductions:</b> Covers greetings, introductions, and basic question formation.</li> <li>● <b>Unit 2: Family and Pets:</b> Introduces counting and family-related vocabulary.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Unit 3: The Classroom:</b> Covers common classroom phrases, basic requests, and introduces prepositions.</li> <li>● <b>Unit 4: Dates and Birthdays:</b> Focuses on talking about dates, ages, and special holidays.</li> <li>● <b>Unit 5: Countries and Nationalities:</b> Introduces vocabulary related to countries, nationalities, and languages.</li> <li>● <b>Unit 6: Liking/Disliking Meals and Food:</b> Covers expressions related to food preferences.</li> <li>● <b>Unit 7: Describing People:</b> Focuses on adjectives and descriptive language for appearances and personality traits.</li> <li>● <b>Unit 8: School Subjects:</b> Introduces vocabulary related to school subjects and preferences.</li> <li>● <b>Unit 9: Leisure Activities:</b> Covers vocabulary related to leisure activities and introduces verbs.</li> <li>● <b>Unit 10: My House:</b> Focuses on vocabulary related to housing and introduces adjectives.</li> </ul>
<p><b>VCARU014:</b> Identify the structure and textual features of a range of personal, informative and imaginative texts, and recognise how these contribute to meaning.</p>	<p>Students are exposed to a wide range of spoken, written and visual texts in the listening and reading comprehension sections of EP Languages. They are then required to recognise and use these features in their own writing and speaking.</p>

## Language variation and change

Content Descriptor	How EP Languages Supports This
<p><b>VCARU015:</b> Understand that spoken and written Arabic varies according to regions and countries, and according to context, situations and relationships.</p>	<p>In each of the EP Languages units, there are a variety of text types used in the listening and reading comprehension sections and the text is varied according to context.</p>
<p><b>VCARU016:</b> Understand that the Arabic language has changed and continues to change through interaction with other languages and cultures.</p>	<p>Throughout the EP Languages units, we have tried to include many references to different Arabic-speaking countries to highlight that Arabic is both a local and global language.</p> <p>Example: <b>Beginner Arabic: Unit Two: Family and Pets (Cultural focus)</b> The history and development of numbers are discussed, providing context for language evolution, aligning well with this descriptor.</p>





## Role of language and culture

Content Descriptor	How EP Languages Supports This
<p><b>VCARU017:</b> Explore how language use reflects one's thoughts, perceptions and culture, recognising that language and culture are interrelated systems for meaning-making.</p>	<ul style="list-style-type: none"><li>• <b>All Units</b></li></ul> <p>EP's cultural references in each unit help students explore the relationship between language and culture, aligning well with this descriptor</p> <p>Each of the EP Languages units has a culture section in the introduction, where key cultural information relating to each unit is introduced. The listening and reading passages have also been written to include cultural references so that the students become familiar with the culture as they learn the language.</p> <p>At beginner level, there is a cultural lesson for each unit which introduces some key cultural information and requires them to reflect on this.</p>



## Years 9-10 Achievement Standard

Content Descriptor	How EP Languages Supports This
Use written and spoken Arabic to initiate and sustain interactions with peers and adults.	<b>Intermediate Arabic - Making Plans</b> Students learn to organise events and make plans, which aligns with initiating and sustaining interactions.
Use language spontaneously to exchange ideas, opinions, and feelings.	<b>Intermediate Arabic - Daily Routines</b> Students discuss their daily routines, allowing for spontaneous exchange of ideas and feelings.
Sustain interactions by asking and responding to questions.	<b>Intermediate Arabic - At the Doctor's</b> Students participate in formal conversations with a doctor, asking and responding to questions.
Requesting clarification	<b>Intermediate Arabic - Holidays</b> Students learn to make complaints at a hotel, which may involve requesting clarification.
Expressing agreement or disagreement	<b>Intermediate Arabic - Fashion and Shopping for Clothes</b> Students give their opinion on a piece of clothing, allowing for expressions of agreement or disagreement.
Apply pronunciation and intonation rules to convey emotions.	<b>Intermediate Arabic - Birthdays and Celebrations</b> Students talk about customary celebrations, an ideal context for applying pronunciation and intonation rules.
Obtain information from multiple sources on a range of issues.	<b>Intermediate Arabic - Save the Planet</b> Students discuss environmental issues and solutions, requiring them to obtain information from multiple sources.
Translate and interpret texts from Arabic into English and vice versa.	<b>Intermediate Arabic - The World of Work</b> Students read job ads and write a simple resume, which can involve translation and interpretation.
Identify the meaning and emotions conveyed in spoken texts.	<b>Intermediate Arabic - Restaurants, Recipes and Shopping for Food</b> Students order food and talk about what they like, which involves identifying meaning and emotions.
Analyse the relationship between language choices and textual features.	<b>Intermediate Arabic - Places and Directions</b> Students describe a town and ask for directions, allowing for analysis of language choices and textual features.
Use written and spoken Arabic to initiate and sustain interactions with peers and adults.	<b>Intermediate Arabic - Making Plans</b> Students learn to organise events and make plans, which aligns with initiating and sustaining interactions.

# Years 9-10 Content Descriptors

## Communicating

### Socialising

Content Descriptor	How EP Languages Supports This
<p><b>VCARC018:</b> Initiate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans.</p>	<p><b>Intermediate Arabic: Unit 06 - Making Plans</b></p> <ul style="list-style-type: none"> <li>This unit specifically focuses on making plans and discussing future activities, aligning well with this descriptor. Students can practise initiating and sustaining interactions through EP's interactive exercises.</li> </ul>
<p><b>VCARC019:</b> Participate in collaborative projects, providing ideas and suggestions, negotiating and justifying options, solving problems and completing transactions.</p>	<p><b>Intermediate Arabic: Unit 09 - The World of Work</b></p> <p>This unit covers job interviews and applications, which involve negotiation and problem-solving. EP's interactive exercises can help students practice these skills.</p> <p>curriculum areas, some of the units tie in with Social Studies looking at aspects of Arabic life and Geography of France.</p> <p>Teachers can use our EP Studio tools to edit the lessons to add in collaborative project tasks and also create lessons which link to other curriculum areas.</p>
<p><b>VCARC020:</b> Contribute to structured discussions and tasks by asking and responding to questions, clarifying understanding, elaborating on opinions and expressing agreement or disagreement.</p>	<p><b>Intermediate Arabic: Unit 06 - Making Plans</b></p> <p>This unit involves making arrangements and discussing future activities, which naturally leads to structured discussions. Students can practise asking and responding to questions about plans.</p> <p><b>Intermediate Arabic: Unit 07 - Daily Routines</b></p> <p>Discussing daily routines can involve asking and responding to questions, clarifying understanding, and expressing opinions. The unit's focus on daily activities provides ample opportunities for structured discussions.</p> <p><b>Intermediate Arabic: Unit 09 - The World of Work</b></p> <p>This unit covers job interviews and applications, which</p>

involve asking and responding to questions, as well as expressing agreement or disagreement. It's a natural fit for practising structured discussions.

**Intermediate Arabic: Unit 10 - Save the Planet**

Environmental issues often lead to structured discussions where students can express their opinions, agree or disagree, and ask for clarification.

## Informing

Content Descriptor	How EP Languages Supports This
<p><b>VCARC021:</b> Extract, organise and evaluate information and ideas from a range of texts, analysing meaning, gist and purpose.</p>	<p><b>Intermediate Arabic: Unit 01 - Restaurants, Recipes and Shopping for Food</b></p> <ul style="list-style-type: none"> <li>Students can extract and evaluate information about food items, restaurant descriptions, and recipes, analyzing their meaning and purpose.</li> </ul> <p><b>Intermediate Arabic: Unit 02 - Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>This unit allows students to organize and evaluate information about clothing items and shopping preferences, understanding the gist and purpose behind different clothing choices.</li> </ul> <p><b>Intermediate Arabic: Unit 03 - Places and Directions</b></p> <ul style="list-style-type: none"> <li>Students can extract information about geographical features and directions, evaluating their meaning and purpose in different contexts.</li> </ul> <p><b>Intermediate Arabic: Unit 04 - Holidays</b></p> <ul style="list-style-type: none"> <li>This unit provides opportunities for students to analyse texts about holiday destinations, accommodations, and activities, understanding their meaning and purpose.</li> </ul> <p><b>Intermediate Arabic: Unit 05 - Birthdays and Celebrations</b></p> <ul style="list-style-type: none"> <li>Students can extract and organise information about different types of celebrations, analysing the cultural significance and purpose behind them.</li> </ul> <p><b>Intermediate Arabic: Unit 06 - Making Plans</b></p> <ul style="list-style-type: none"> <li>This unit allows students to evaluate and organise information about making plans and future activities, understanding their meaning and purpose.</li> </ul> <p><b>Intermediate Arabic: Unit 07 - Daily Routines</b></p> <ul style="list-style-type: none"> <li>Students can extract and evaluate information about daily routines,</li> </ul>

	<p>understanding the meaning and purpose behind different activities.</p> <p><b>Intermediate Arabic: Unit 08 - At the Doctor's</b></p> <ul style="list-style-type: none"> <li>This unit provides opportunities for students to analyse medical terms and conversations, extracting valuable information and understanding its purpose.</li> </ul> <p><b>Intermediate Arabic: Unit 09 - The World of Work</b></p> <ul style="list-style-type: none"> <li>Students can organise and evaluate information about different occupations, job advertisements, and interviews, analysing their meaning and purpose.</li> </ul> <p><b>Intermediate Arabic: Unit 10 - Save the Planet</b></p> <ul style="list-style-type: none"> <li>This unit allows students to extract and evaluate information about environmental issues, understanding the meaning and purpose behind different campaigns and solutions.</li> </ul>
<p><b>VCARC022:</b> Convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation.</p>	<p><b>All Units:</b> Students are required to convey ideas and viewpoints on different topics through both the speaking and writing activities in each unit.</p>

## Creating

Content Descriptor	How EP Languages Supports This
<p><b>VCARC023:</b> Respond to imaginative texts such as poems and films, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences.</p>	<p>Students are introduced to a range of written, audio and visual texts in the reading and listening comprehension sections in all levels of the EP Arabic units. They are required to respond to these texts in a variety of different ways.</p> <p>Example: <b>Intermediate Arabic: Unit 05 - Birthdays and Celebrations</b> This unit covers various celebrations, allowing students to connect with their own experiences and respond to themes and values. EP's cultural focus adds depth.</p>
<p><b>VCARC024:</b> Create imaginative texts in multimodal forms, including digital, that draw on past experiences or future possibilities, experimenting with different techniques.</p>	<p>In the writing section for each of the units, students are required to complete a variety of writing tasks in the target language which relate to the topic. In these tasks, they are required to convey ideas and sometimes express emotion.</p> <p>In the speaking section of each unit, students are required to complete a variety of spoken tasks where they need to convey ideas and sometimes express emotion.</p> <p>In the "extra for experts" section, students are required to complete a variety of tasks which use the language</p>

	<p>learned in the unit in a more creative way.</p> <p>Example: <b>Intermediate Arabic: Unit 03 - Places and Directions</b>          This unit allows students to describe towns and give directions, offering opportunities for creative expression. EP's "extra for experts" section offers advanced tasks for this.</p>
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## Translating

Content Descriptor	How EP Languages Supports This
<p><b>VCARC025:</b> Translate and interpret texts from Arabic into English and vice versa, compare own translations and interpretations with others' and discuss reasons for differences.</p>	<p><b>All Units</b>            Our translation lists provide students with plenty of translation practice at both the sentence- and word-level. Students can practise translation using the four different modes: listening, reading, dictation and writing, and this process gives students insight into which words or phrases translate easily, and which do not.</p> <p>Our writing lessons within our Beginner and Intermediate Arabic units require students to translate sentences or short paragraphs to practise the skill of translation at sentence/paragraph level.</p> <p>Our reading and listening comprehension activities in the units don't require students to translate directly from one language to another, but they do require students to use their understanding of the language to answer comprehension questions.</p>
<p><b>VCARC026:</b> Create bilingual texts for the wider community, such as notices, promotional material, instructions or announcements, interpreting cultural and linguistic aspects.</p>	<p>Students have the ability to create their own vocabulary lists and smart lessons within our system, which they can use for their own learning support.</p>

## Reflecting

Content Descriptor	How EP Languages Supports This
<p><b>VCARC027:</b> Reflect on how conventions of speech and Arabic cultural concepts can influence own communication style when using both English and Arabic.</p>	<p><b>All Units</b>            EP's cultural information in each unit helps students reflect on the influence of Arabic cultural concepts on their communication style.</p>
<p><b>VCARC028:</b> Reflect on own sense of identity as an Arabic and English speaker, recognising how own</p>	<p>Teachers can use the EP lessons as a starting point for discussion on each others' cultural identities.</p>

cultural assumptions, practices and values influence ways of communicating, and considering reactions and how they adjust behaviours and language in own interactions.

## Understanding

### Systems of language

Content Descriptor	How EP Languages Supports This
<p><b>VCARU029:</b> Understand rules of pronunciation and intonation and writing conventions, and apply these to own constructions to enhance meaning and aesthetic effect.</p>	<p>In the Listening Comprehension sections of the Arabic units, students are exposed to an extensive number of listening comprehension texts which have all been recorded by native speakers. In these texts, they hear different aspects of pronunciation, rhythm and stress. In the Speaking section of each unit, they are required to record themselves speaking in Arabic and they can listen back to their pronunciation, and self-moderate their own pronunciation. In the speaking mode of vocabulary lists, students can record their pronunciation of a word and compare it to native speaker pronunciation. This is a really helpful way for them to improve their pronunciation and focus on rhythm and stress.</p>
<p><b>VCARU030:</b> Expand spoken and written expression by extending grammatical knowledge of Arabic.</p>	<p><b>All Units:</b> EP's comprehensive activities cover various grammatical forms, aligning well with this descriptor.</p> <ul style="list-style-type: none"> <li>● <b>The Present Tense:</b> Introduced in Unit 01, focusing on how to talk about ongoing actions.</li> <li>● <b>Adjectives:</b> Covered in Units 01 and 02, teaching students how to describe nouns.</li> <li>● <b>Comparative Adjectives:</b> Introduced in Unit 02, for comparing different nouns.</li> <li>● <b>Demonstrative Pronouns:</b> Taught in Unit 03, to point out specific things or people.</li> <li>● <b>Relative Pronouns:</b> Introduced in Units 04 and 05, for connecting sentences and clauses.</li> <li>● <b>Was &amp; Were:</b> Covered in Unit 04, focusing on past tense.</li> <li>● <b>Prepositions of Time and Place:</b> Introduced in Units 04 and 06, for indicating time and location.</li> <li>● <b>Masculine, Feminine, and Broken Plurals:</b> Covered in Units 05 and 06, for plural forms of nouns.</li> <li>● <b>Imperatives:</b> Introduced in Unit 06, for giving commands or making requests.</li> <li>● <b>Types of Verbs:</b> Covered in Unit 07, including past, present, and imperative forms.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Parts of Speech:</b> Introduced in Unit 07, providing an overview of different types of words like nouns, verbs, and adjectives.</li> <li>● <b>Sentence Structure:</b> Covered in Units 07 and 08, including both verbal and nominal sentences.</li> <li>● <b>Particles in the Nominal Sentence:</b> Introduced in Unit 08, for understanding sentence components.</li> <li>● <b>Arabic Sentence Structure:</b> Covered in Unit 08, focusing on the arrangement of words in a sentence.</li> <li>● <b>Nominal Sentences:</b> Introduced in Unit 08, focusing on sentences that have a subject but no verb.</li> <li>● <b>Lists:</b> Various units introduce lists of adjectives, verbs, gerunds, and plurals to expand vocabulary.</li> <li>● <b>Adverbs:</b> Introduced in Unit 10, for modifying verbs, adjectives, or other adverbs.</li> </ul>
<p><b>VCARU031:</b> Analyse different texts in a variety of forms, including digital, considering the relationship between audience, purpose and context.</p>	<p>In the listening and reading comprehension sections for each of the Arabic units, students are exposed to a number of different text types and are required to analyse these by responding to a variety of different questions. They are also required to compose their own texts in the writing and speaking sections of each unit.</p>

## Language variation and change

Content Descriptor	How EP Languages Supports This
<p><b>VCFRU123:</b> Recognise that Arabic is used in varying ways to achieve different purposes.</p>	<p>Throughout the Beginner and Intermediate Arabic units, students are exposed to over 400 listening and reading comprehension texts in Arabic, so are therefore required to recognise that Arabic is used in varying ways to achieve different purposes.</p>
<p><b>VCFRU124:</b> Examine the nature of language change in response to changing cultural conditions.</p>	<p><b>Unit 01 - Restaurants, Recipes and Shopping for Food</b></p> <ul style="list-style-type: none"> <li>● Learning Outcomes: Ordering food, recognizing food vocabulary, etc.</li> <li>● Descriptor Focus: Teachers can guide students to examine how food vocabulary has evolved due to globalisation or cultural fusion.</li> </ul> <p><b>Unit 02 - Fashion and Shopping for Clothes</b></p> <ul style="list-style-type: none"> <li>● Learning Outcomes: Describing clothing, asking for items at a store, etc.</li> <li>● Descriptor Focus: Teachers can guide students to investigate how fashion terms have changed with global fashion trends.</li> </ul>



**Unit 03 - Places and Directions**

- Learning Outcomes: Describing a town, asking for and giving directions, etc.
- Descriptor Focus: Teachers can guide students to explore how language related to geography adapts to urban development.

**Unit 04 - Holidays**

- Learning Outcomes: Discussing holiday plans, booking tickets, making complaints, etc.
- Descriptor Focus: Teachers can guide students to discuss how holiday-related vocabulary may change due to emerging travel trends.

**Unit 05 - Birthdays and Celebrations**

- Learning Outcomes: Talking about celebrations, writing invitations, etc.
- Descriptor Focus: Teachers can guide students to examine how expressions for celebrations adapt to multicultural influences.

**Unit 06 - Making Plans**

- Learning Outcomes: Organising events, talking about future plans, etc.
- Descriptor Focus: Teachers can guide students to investigate how language for planning and organising has evolved with technology.

**Unit 07 - Daily Routines**

- Learning Outcomes: Talking about daily routines, asking about someone else's routines, etc.
- Descriptor Focus: Teachers can guide students to explore how daily routine vocabulary has changed due to modern lifestyles.

**Unit 08 - At the Doctor's**

- Learning Outcomes: Talking about body aches, recognizing body parts, etc.
- Descriptor Focus: Teachers can guide students to examine how medical terminology adapts to advances in healthcare.

**Unit 09 - The World of Work**

- Learning Outcomes: Talking about occupations, reading job ads, etc.
- Descriptor Focus: Teachers can guide students to investigate how job-related vocabulary has evolved with new types of work.

**Unit 10 - Save the Planet**

- Learning Outcomes: Discussing environmental issues, using vocabulary related to the environment, etc.
- Descriptor Focus: Teachers can guide students to examine how language around environmental issues has changed in response to climate change awareness.

**VCFRU125:** Understand the symbolic nature of language in local and global contexts.

In our units, we aim to include as many references as possible to the fact that Arabic is a global language, and is spoken in many different countries around the world. We make a conscious effort to compare Arabic and Australian life in many of the units.

**General Approach:**

Teachers can incorporate discussions, assignments, and reflective activities that focus on the symbolic nature of language. This can be done alongside the core content of each unit.

Unit 01 - Restaurants, Recipes and Shopping for Food

- How to Address Descriptor: Teachers can encourage students to explore how food and culinary terms are not just functional but also carry cultural symbolism. For example, the significance of traditional dishes in Arabic culture.

Unit 02 - Fashion and Shopping for Clothes

- How to Address Descriptor: Discuss the cultural and global symbolism behind traditional Arabic clothing versus Western styles, and what they represent in different contexts.

Unit 03 - Places and Directions

- How to Address Descriptor: Assign activities where students research and present on how landmarks like the Burj Khalifa or the Nile are symbols of cultural pride and historical significance.

Unit 04 - Holidays

- How to Address Descriptor: Teachers can integrate discussions on how holidays like Eid or Ramadan are not just events but symbols of cultural and religious unity.

	<p>Unit 05 - Birthdays and Celebrations</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Explore how celebrations like Eid al-Fitr and Mother's Day symbolize specific cultural values and beliefs.</li> </ul> <p>Unit 06 - Making Plans</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Discuss how leisure activities, like visiting Jeita Grotto, can symbolize broader cultural values such as the importance of nature or history.</li> </ul> <p>Unit 07 - Daily Routines</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Teachers can ask students to compare daily routines in their local context with those in Arabic-speaking countries, highlighting the symbolic nature of these routines.</li> </ul> <p>Unit 08 - At the Doctor's</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Explore how medical practices and healthcare can symbolise societal attitudes towards well-being and life.</li> </ul> <p>Unit 09 - The World of Work</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Discuss how different occupations are viewed symbolically, reflecting societal values and individual aspirations.</li> </ul> <p>Unit 10 - Save the Planet</p> <ul style="list-style-type: none"> <li>• How to Address Descriptor: Teachers can guide students to discuss how environmental actions are symbolic of our collective responsibility towards the planet.</li> </ul>
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## Role of language and culture

Content Descriptor	How EP Languages Supports This
<b>VCARU032:</b> Explore how spoken and written forms of Arabic can be used for different purposes and audiences, in different contexts and situations, and with specific meanings and intentions.	<b>All Units</b> Each unit in EP's Intermediate Arabic course addresses different contexts and situations, helping students understand how language varies based on purpose and audience.
<b>VCARU033:</b> Explore and reflect on how the Arabic language influences and is influenced by cultural,	<b>Intermediate Arabic: Unit 10 - Save the Planet</b> This unit focuses on environmental issues, allowing

<p>political and social change.</p>	<p>students to explore how language and culture intersect with social and political matters. EP's cultural focus adds depth.</p>
<p><b>VCARU034:</b> Understand the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication.</p>	<p><b>All Units</b></p> <p>Each unit not only covers language skills but also incorporates a "Cultural Focus," which is essential for understanding the symbolic nature of language and its influence in various contexts.</p> <p>Unit 01 - Restaurants, Recipes and Shopping for Food</p> <ul style="list-style-type: none"> <li>● Cultural Focus: Enjoying food</li> <li>● Alignment: The cultural focus on enjoying food allows students to explore how culinary language is deeply rooted in local traditions, thereby influencing intercultural communication.</li> </ul> <p>Unit 02 - Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> <li>● Cultural Focus: Shopping and clothing preferences</li> <li>● Alignment: The unit's emphasis on shopping and clothing preferences provides insights into how fashion language can vary culturally, affecting intercultural interactions.</li> </ul> <p>Unit 03 - Places and Directions</p> <ul style="list-style-type: none"> <li>● Cultural Focus: Capital cities, The Burj Khalifa, The Nile</li> <li>● Alignment: By discussing iconic landmarks and cities, students gain an understanding of how geographical language can be symbolic and influence intercultural dialogue.</li> </ul> <p>Unit 04 - Holidays</p> <ul style="list-style-type: none"> <li>● Cultural Focus: Petra, The Pyramids, The Nile, etc.</li> <li>● Alignment: The focus on various cultural landmarks allows students to see how language around holidays can shape perceptions across different cultures.</li> </ul> <p>Unit 05 - Birthdays and Celebrations</p> <ul style="list-style-type: none"> <li>● Cultural Focus: Islamic calendar, Ramadan, Eid</li> <li>● Alignment: The unit's focus on Islamic celebrations offers a lens into how language used in celebrations can have different symbolic meanings across cultures.</li> </ul>

#### Unit 06 - Making Plans

- Cultural Focus: Jeita Grotto, Beirut, Kairouan
- Alignment: The cultural landmarks discussed in this unit help students understand how the language of planning can be influenced by cultural norms.

#### Unit 07 - Daily Routines

- Cultural Focus: Daily routines in the Arab world
- Alignment: By exploring daily routines in the Arab world, students can better understand how language reflects cultural norms and impacts intercultural communication.

#### Unit 08 - At the Doctor's

- Cultural Focus: Arab medical scientists
- Alignment: The focus on Arab medical scientists allows students to see how medical language can vary culturally, affecting healthcare communication.

#### Unit 09 - The World of Work

- Cultural Focus: Traditional occupations of the Arabs
- Alignment: This unit's focus on traditional occupations provides an opportunity to explore how language in the workplace can be culturally specific.

#### Unit 10 - Save the Planet

- Cultural Focus: Environmental protection
- Alignment: The focus on environmental protection enables students to explore how language around sustainability can influence intercultural dialogues.