



EP Languages aligned the NZ Curriculum:

How EP Languages fits in with the key competencies:

Key Competency:	How Language Perfect supports this:
Using Language, Symbols and Text:	<p>This skill is at the core of language learning, and at the core of Language Perfect/Languages in Action. The Languages in Action units, at all levels, give students a large range of practice options for all of the key skills involved in language learning: listening, reading, writing, speaking, viewing, and presenting. The listening and reading comprehension sections provide students with a diverse range of texts in the target language. The writing and speaking sections of each unit require students to produce texts in the target language. The grammar section of each unit explicitly teaches students about relevant grammar points, and provides extensive practice for each grammar point. The introduction sections introduce students to key language for the unit and relevant cultural information.</p>
Thinking:	<p>In the Languages in Action units, students are required to use a wide range of thinking skills. In the listening and reading comprehension sections for each unit, the questions are designed to start with lower-level thinking skills, such as recognition and comprehension, progressing through to more complex thinking questions, such as comparing and contrasting, giving an opinion based on the text, and justifying their opinions.</p> <p>In the grammar sections of each unit, students are required to understand grammar rules and then put these into practice in a variety of scaffolded activities.</p>

	<p>The programme also requires students to notice language features and make appropriate connections, helping students develop strategies for learning, and to monitor their own progress towards their language learning goals.</p>
<p>Managing self:</p>	<p>The Language Perfect/Languages in Action programme is a great programme for encouraging students to manage themselves.</p> <p>Students can work at their own pace and monitor their own progress. They can see their progress and identify areas where they need more practice, the programme itself provides them with lots of opportunity for this practice. The questions are either self-marking, giving the students instant feedback - or, otherwise, for long-answer questions, students are provided with a model answer which they can compare to their own.</p> <p>Students can manage themselves by setting and monitoring their own goals, they can build on their strengths, and address their own learning needs. Students can choose what they want to work on, or they can work on activities assigned by the teacher. Within most topics students can also choose which level to work at, and complete activities to suit their level. There are also a number of activities that students can complete as extension.</p>
<p>Participating and contributing:</p>	<p>Education Perfect does not just need to be used for students working one-on-one with a computer. There are many activities you can try with your class, which use the programme in a more creative way, and require the students to engage with each other and participate and contribute in groups.</p> <p>In addition, the skills that students gain through learning a language on our platform will enable them to participate and contribute in a broader sense with people and communities all around the world where the target language is spoken.</p>
<p>Relating to others:</p>	<p>Each of the Languages in Action units has an introduction where relevant cultural knowledge is introduced to the students. This enables students to have a better understanding of the target culture, and relate to people of other cultures. The listening and reading comprehension texts also introduce important cultural concepts and information so students are immersed in both language and culture at the same time.</p> <p>In the speaking sections of each unit, students are required to complete “interaction” tasks, requiring them to work with a partner and record a conversation. In these tasks they naturally have to relate to others, and the tasks are designed to prepare students for conversations in real life with speakers of</p>

	the target language.
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How EP Languages fits with the Proficiency Descriptors and Achievement Objectives:

Level one and two:

Proficiency descriptor	Achievement objectives	Links to LIA:
Students can understand and use familiar expressions and everyday vocabulary. Students can interact in a simple way in supported situations.	<ul style="list-style-type: none"> ● Understand and produce information and ideas. ● Produce and respond to questions and requests. ● Show social awareness when interacting with others. <p>Language and cultural Knowledge:</p> <ul style="list-style-type: none"> ● Recognise that the target language is organised in particular ways. ● Make connections with their own language(s). ● Recognise that the target culture(s) is (are) organised in particular ways. ● Make connections with known culture(s). 	<ul style="list-style-type: none"> ● Elementary Units 1-10 ● Beginner Units 1-5 ● In both the Elementary and Beginner Languages in Action units, students are presented with key vocabulary focused on simple, familiar, and everyday topics. ● Students are introduced to new vocabulary in the introduction sections, and then have the opportunity to practice the vocabulary in several different ways. ● Students are required to recognise the vocabulary in the vocabulary practice section, then in the listening and reading comprehension sections they are required to answer simple comprehension questions based on what they have read/heard. ● Students are required to complete basic writing questions where they either have to re-order words to make a sentence (at elementary level), or write their own sentences using familiar and everyday vocabulary (at beginner level).

		<ul style="list-style-type: none"> • Students are also provided with some speaking tasks which give them the opportunity to speak about each of the topics and record themselves both in a monologue and interactive context. These speaking tasks are recorded, and the teacher is able to listen to the recordings and give feedback. • At both Elementary and Beginner level, there is a grammar (Beginner) or focus on form (Elementary) section which explains very simple grammar structures which fit the context, with practice tasks. These sections help students to recognise that the target language is organised in particular ways and also helps students to make connections with their own language. • Within the introduction sections, there is also cultural information which helps students to recognise that the target culture(s) is (are) distinctive and make connections with known culture(s).
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Level three and four:

Proficiency descriptor	Achievement objectives	Links to LIA:
Students can understand and construct simple texts using their	<ul style="list-style-type: none"> • Understand and produce information and ideas. 	<ul style="list-style-type: none"> • Beginner Units 6-10 • Intermediate Units 1-4

knowledge of the target language. Students can describe aspects of their own background and immediate environment.

- Express and respond to personal needs and interests.
- Use cultural knowledge to communicate appropriately.

- Recognise and describe ways in which the target language is organised.
- Compare and contrast languages.
- Recognise and describe ways in which the target culture(s) is (are) organised.
- Compare and contrast cultural practices.

- In the later Beginner units and the early Intermediate units, there are a variety of topics and contexts which enable students to describe aspects of their own background and immediate environment, and to communicate about their personal needs and interests.
- In the introduction sections they are introduced to key vocabulary and expressions which will be useful for the given unit. Students are also introduced to key cultural information that relates to the unit, giving them the opportunity to recognise and describe ways in which the target culture is organised and compare and contrast cultural practices.
- Students have the opportunity to practise the vocabulary in the vocabulary practice section, and they can then practise their listening and reading comprehension skills in the listening and reading comprehension sections, where they are required to understand information and respond to this with a variety of different types of questions.
- In the writing and speaking sections, students are required to construct simple texts on different topics and express their personal needs and interests, as well as interact with others on these topics in the interactive speaking sections. Teachers are able to read and listen to their work and give them feedback .
- Each unit has a grammar section which introduces students to key grammar points relating to the unit, and they are provided with a series of scaffolded activities to practice them. This allows students to recognise and describe ways in which the target language is organised,

		and compare and contrast features of different languages.
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Level five and six:

Proficiency descriptor	Achievement objectives	Links to LIA:
<p>Students can understand and produce more complex language. They can communicate beyond the immediate context, for example, about past and future events. Students can understand and produce a variety of text types.</p>	<ul style="list-style-type: none"> ● Communicate information, ideas, and opinions through different text types. ● Express and respond to personal ideas and opinions. ● Communicate appropriately in different situations. ● Understand ways in which the target language is organised for different purposes. ● Understand ways in which the target culture(s) is (are) organised for different purposes. 	<ul style="list-style-type: none"> ● Intermediate Units 5-10 ● Advanced Units 1-2 ● In the later Intermediate units and the early Advanced units, students are exposed to a variety of topics, allowing them to communicate beyond the immediate context, including past and future events. They are required to understand and respond to a variety of different text types in the listening and reading comprehension section, and are required to produce their own texts in the writing and speaking sections. ● Students are required to communicate and understand different ideas and opinions through different texts, and are required to express and respond to personal opinions and ideas, and communicate appropriately in different situations. ● In the grammar section, they are introduced to a wide selection of relevant grammar points. There are explanations of each grammar point, followed by scaffolded activities to practise each grammar point. This enables students to understand ways in which the target language is organised for different purposes.

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Level seven and eight:

Proficiency descriptor	Achievement objectives	Links to LIA:
<p>Students can use language variably and effectively to express and justify their own ideas and opinions and support or challenge those of others. They are able to use and identify the linguistic and cultural forms that guide interpretation and enable them to respond critically to texts.</p>	<ul style="list-style-type: none"> ● Communicate information, ideas, and opinions through increasingly complex and varied texts. ● Explore the views of others, developing and sharing personal perspectives. ● Engage in sustained interaction and produce extended texts. ● Analyse ways in which the target language is organised in different texts and for different purposes. ● Explore how linguistic meaning is conveyed across languages. ● Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences. 	<ul style="list-style-type: none"> ● Advanced units 1-10 ● Current Events units for each language ● In the Advanced units and Current Events units, students are exposed to a wide variety of topics which include increasingly complex and varied texts. The texts explore the views of others and personal perspectives. Students are required to respond to these texts and justify their own ideas and opinions based on them. ● The Current Events units extend advanced students beyond level 3 into more complex usage at higher levels. ● Students are required to produce their own extended written texts, sharing their own ideas and perspectives, and are also required to produce their own spoken texts and record sustained interactions about a topic. ● The texts in each unit also address many cultural factors which are relevant to the topic, with students being exposed to this cultural knowledge through texts in the target language as well as in the introduction sections.

	<ul style="list-style-type: none"> Analyse how the use of the target language expresses cultural meanings. 	<ul style="list-style-type: none"> In the extensive grammar sections, students are introduced to a large variety of more complex grammar points. There are explanations for each grammar point followed by scaffolded activities. These sections require students to analyse ways in which the target language is organised in the different texts, for different purposes, and explore how linguistic meaning is conveyed across languages.
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How EP Languages links to NZQA Assessments:

Standard:	How EP Languages supports this standard:
1.1, 2.1, 3.1	<p>In each of the Intermediate (level one) and Advanced (level 2 and 3) units there is an extensive listening comprehension section. At Intermediate level, this section contains 10 listening texts per unit, and at Advanced level, this section contains 8 listening texts per unit. These texts are recorded by native speakers and are accompanied by comprehension questions similar to those found in exams. Some of the questions test students basic comprehension skills , while others test their higher-level thinking skills and require students to give their own opinions based on the text, justify these opinions, and compare and contrast them against the speakers. The questions are similar to those found in NCEA exams and offer excellent practice of the skills required for this standard. Students can practice their listening skills at their own pace and can then compare their work to a model answer. These can be done in a classroom environment or at home.</p> <p>The Current Events units also introduce students to unfamiliar listening and reading texts with response questions so these are excellent practice for the 3.1 and 3.4 standard in each language.</p> <p>Students get extensive listening comprehension practice right from the Elementary and Beginner level, so by the time they get to NCEA they are confident with their listening skills.</p> <p>We also have a number of old NZQA listening exams on our system which can be assigned to students.</p>

	<p>There are some original listening exams too, which are hidden from students, but which we can make available to you on request.</p>
<p>1.2, 2.2, 3.2</p>	<p>In each of the units at students are required to record themselves speaking on a particular topic that is relevant to the unit they have studied. This is excellent preparation for the speech standard as students can listen back to their recordings, and then record themselves as many times as they like to practice their spoken language and identify where they can improve. Teachers can also listen to what they have recorded and give them feedback.</p> <p>Students are offered the opportunity to practise this skill right from Elementary and Beginner level, so that when they reach the higher levels, and need to use speaking skills for NCEA it is not new to them.</p> <p>Teachers can also create their own speaking tasks for students, giving them extra practice in this area.</p>
<p>1.3, 2.3, 3.3</p>	<p>In each units, at all levels, the speaking section includes an interactive task based on the unit where they are required to record an interaction with a partner. They can listen back to their recording and self-assess what they have done. This is great practice for the interaction standard and gives students plenty of practice at interacting on a variety of topics right from Beginner level, so when they come to doing this in an assessment environment they are very familiar with it. Teachers can listen to these recordings and leave feedback for students.</p> <p>Teachers can also create their own interaction tasks for students to align with what they are doing in class. The platform can also be used to gather evidence for the interaction standard, and for hosting the portfolio. If you would like more information on how to do this, just let us know, and we can help you set this up.</p>
<p>1.4, 2.4, 3. 4</p>	<p>In each of the Intermediate (level one) and Advanced (level 2 and 3) units there is an extensive reading comprehension section. At the Intermediate level, this section contains 10 reading texts per unit and at the Advanced level, this section contains 8 reading texts per unit. These texts include an extensive variety of different text types and are accompanied by comprehension questions similar to those found in exams. Some of the questions test students' basic comprehension skills, while others test their higher-level thinking skills, where they are required to give opinions based on the text, justify these opinions, and compare and contrast them against the text. The questions are similar to those found in NCEA exams and offer excellent practice of the skills required for this standard. Students can practise their reading skills at their own pace, and can then compare their answer to a model answer. These can be done in a class environment or at home.</p>

	<p>Students are provided with extensive reading comprehension practice right from the Beginner level so that by the time they reach NCEA they are confident with their reading skills.</p> <p>We also have a number of old NZQA reading exams in our system (where the texts are available online and are not protected by copyright) which you can assign to students.</p> <p>There are some original reading exams too, which are hidden from students, but which can be made available to you on request.</p>
1.5, 2.5, 3.5	<p>Each of the units contains a writing section where students are required to complete multiple writing tasks based on a given topic. These are great formative tasks, and teachers can leave feedback for the students. This provides excellent practice for the writing portfolio standard.</p> <p>Teachers can also create their own writing tasks, with the platform able to be used to host the writing portfolio standard. Let us know if you would be interested in learning how to set this up.</p>