

# AC Japanese 9.0 Years 7-8

## EP Curriculum Map

### Years 7-8

#### **Level Description – Years 07 and 08**

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use familiar katakana and kanji, and hiragana with support of the chart, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Japanese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity

#### **Achievement Standard – Years 07 and 08**

By the end of Year 8, students use Japanese language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Japanese or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts, and demonstrate understanding of how some language reflects cultural practices. They use some familiar katakana and kanji, and hiragana, with support.

Students approximate Japanese sound patterns, intonation and rhythms, and demonstrate understanding that Japanese has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Japanese and English language structures and features, using metalanguage. They demonstrate awareness that the Japanese language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

# Content descriptors:

## Years 7-8: Communicating in Japanese:

Sub strand	Content descriptor	How can EP support this?
<b>Interacting in Japanese</b>	<p><b><u>AC9LJ8EC01</u></b> Interact with others using modelled language to exchange information in familiar contexts about self and personal world</p>	<ul style="list-style-type: none"> <li>• Each EP Languages unit is designed to support students to be able to interact with others to exchange information in familiar contexts about self and personal world.</li> <li>• Each unit begins with an introduction lesson to introduce key language and sentence patterns and this is followed by listening and reading comprehension lessons which model written and spoken interactions and provide students with comprehensible input. These are followed by writing and speaking lessons which support students to be able to interact in written and spoken language.</li> <li>• Each Education Perfect languages unit contains a speaking lesson where students listen to questions and record answers, listen to answers and record questions and conversation tasks with a partner to help build their interaction skills in familiar contexts.</li> <li>• Each Education Perfect Languages unit also contains an authentic task, some of which require the students to interact in spoken or written language.</li> <li>• The Getting Started and Beginner units focus on topics relating to self and personal world.</li> <li>• See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<p><b><u>AC9LJ8EC02</u></b> Develop language to interact in exchanges, routine, tasks and responsibilities related to classroom and interests</p>	<ul style="list-style-type: none"> <li>• EP Languages units are designed to introduce students to the necessary language to be able to interact in exchanges, routine, tasks and responsibilities related to the classroom.</li> <li>• Getting Started Unit 5 &amp; 6 and Beginner Unit 3 introduce expressions to support students to interact in the classroom. See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<p><b><u>AC9LJ8EC03</u></b></p>	<ul style="list-style-type: none"> <li>• In each of the reading and listening lessons in the EP Languages units, students are exposed to lots of written and spoken input where exchange of</li> </ul>

	Engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment	<p>information is modelled on the topic of organising activities relating to daily life and school environment.</p> <ul style="list-style-type: none"> <li>In the writing and speaking lessons, students are provided with lots of activities to help students develop confidence to engage in written and verbal exchanges of information</li> </ul>
<b>Mediating meaning in and between languages</b>	<p><b>AC9LJ8EC04</b> Locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to culture, context, purpose and audience.</p> <p><b>AC9LJ8EC05</b> Develop and being to apply strategies to interpret, translate and convey meaning in Japanese in familiar contexts</p>	<ul style="list-style-type: none"> <li>In each Education Perfect Languages unit, there is a listening and reading lesson where students are presented with a number of different spoken, written and multimodal texts in authentic contexts and they are required to locate and process information and respond in different ways.</li> <li>There is also a large bank of authentic video lessons accompanied by a wide variety of activities that require students to locate and process information and ideas.</li> <li>The Getting Started and Beginner units cover familiar topics. These tasks require students to develop strategies to interpret and translate.</li> <li>See the listening, reading and video lessons hyperlinked in the content maps of each unit below.</li> </ul>
<b>Creating text in Japanese</b>	<p><b>AC9LJ8EC06</b></p> <p>Create spoken, written and multimodal informative and imaginative texts using appropriate vocabulary, expressions, grammatical structures, and some textual conventions</p>	<ul style="list-style-type: none"> <li>In the speaking, writing and authentic tasks lessons within each unit, students are required to create different types of spoken and written texts using the language they have learned from a particular unit.</li> <li>The authentic video lessons also provide tasks which require students to create written and recorded texts.</li> <li>See the hyperlinked lessons in the content map below.</li> </ul>

## Years 7-8: Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
<b>Understanding systems of language</b>	<p><b>AC9LJ8EU01</b> Recognise and use features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate</p>	<ul style="list-style-type: none"> <li>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 Japanese sound system including pitch, rhythm, stress and intonation.</li> </ul>

	<p>understanding of how these are represented in familiar contexts</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 Japanese 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.</li> <li>• See the listening and speaking lessons in the hyperlinked lessons in the content map below.</li> </ul>
	<p><b><u>AC9LJ8EU02</u></b></p> <p>Develop knowledge of, and use structures and features of, the Japanese grammatical and writing systems to understand and create spoken, written and multimodal texts</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Students use this grammar knowledge to understand written and spoken text and to create their own spoken, written and multimodal texts. See the grammar lessons linked below in the content map.</li> </ul>
	<p><b><u>AC9LJ8EU03</u></b></p> <p>Compare Japanese language structures and features with English, using familiar metalanguage</p>	<ul style="list-style-type: none"> <li>• Within the EP grammar lessons, in-depth explanations are provided of each grammar point. The explanations help students to understand similarities and differences between Japanese and English grammar.</li> </ul>
<p><b>Understanding the interrelationship of language and culture</b></p>	<p><b><u>AC9LJ8EU04</u></b></p> <p>Recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values</p>	<ul style="list-style-type: none"> <li>• Cultural references are embedded throughout the EP Languages units and activities and questions have been designed to help students understand the relationship between language and culture.</li> <li>• Teachers are encouraged to use the EP units as a springboard for further discussion about the relationship between language and culture.</li> </ul>

## EP Lesson Recommendations:

For Year 7-8 Japanese we would recommend a combination of our Getting Started and Beginner Japanese courses which support the suggested **Thematic Contexts for Language use** in the [Languages Support Resource for the ACARA 9.0 Curriculum](#). Teachers can still assign from higher level content if appropriate. Please see the course maps below:

### Getting Started with Japanese: Self and Others

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)
<p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"><li>introducing self</li></ul> <p><b>Beginner: My Classroom</b></p> <ul style="list-style-type: none"><li>using greetings, for example, formal greetings with teachers; informal greetings with peers</li></ul>	<p><b>Unit 01: Greetings and Introductions</b></p>	<p><a href="#">Getting Started with Japanese Unit 1 Assessment</a> <a href="#">Unit 1.1: Greetings</a> <a href="#">Unit 1.2: Introductions</a> <a href="#">Unit 1.3: Goodbyes</a> <a href="#">Unit 1.4: PracticeUnit</a> <a href="#">Unit 1.5: Extension</a> <a href="#">Unit 1.6: Speaking</a> <a href="#">Unit 1.7: Authentic Task</a></p>

<b>Beginner: My personal world</b>	<b>Unit 02: Numbers</b>	<a href="#">Unit 2.1: Numbers</a> <a href="#">Unit 2.2: On the phone</a> <a href="#">Unit 2.3: Practice</a> <a href="#">Unit 2.4: Extension</a> <a href="#">Unit 2.5: Speaking</a> <a href="#">Unit 2.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 2 Assessment</a>
<b>Beginner: My personal world:</b> <ul style="list-style-type: none"> <li>● talking about likes and dislikes such as animals, food, sport, activities</li> </ul>	<b>Unit 03: Colours</b>	<a href="#">Unit 3.1: Colours</a> <a href="#">Unit 3.2: Favourite colours</a> <a href="#">Unit 3.3: Practice</a> <a href="#">Unit 3.4: Extension</a> <a href="#">Unit 3.5: Speaking</a> <a href="#">Unit 3.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 3 Assessment</a>
<b>Beginner: My personal world</b> <ul style="list-style-type: none"> <li>● introducing self</li> </ul>	<b>Unit 04: Numbers and Ages</b>	<a href="#">Unit 4.1: Numbers to twenty</a> <a href="#">Unit 4.2: Ages</a> <a href="#">Unit 4.3: Practice</a> <a href="#">Unit 4.4: Extension</a> <a href="#">Unit 4.5: Speaking</a> <a href="#">Unit 4.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 4 Assessment</a>
<b>Beginner: My Classroom</b> <ul style="list-style-type: none"> <li>● identifying classroom, objects</li> </ul>	<b>Unit 05: Classroom Objects</b>	<a href="#">Unit 5.1: Classroom objects</a> <a href="#">Unit 5.2: What do you have?</a> <a href="#">Unit 5.3: Practice</a> <a href="#">Unit 5.4: Extension</a> <a href="#">Unit 5.5: Speaking</a> <a href="#">Unit 5.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 5 Assessment</a>
<b>Beginner: My Classroom</b>	<b>Unit 06: Classroom Commands</b>	<a href="#">Getting Started with Japanese Unit 6 Assessment</a> <a href="#">Unit 6.1: Classroom commands 1</a>

<ul style="list-style-type: none"> <li>• responding to classroom instructions</li> <li>• asking for permission, assistance, clarification</li> </ul>		<a href="#">Unit 6.2: Classroom commands 2</a> <a href="#">Unit 6.3: Practice</a> <a href="#">Unit 6.4: Extension</a> <a href="#">Unit 6.5: Speaking</a> <a href="#">Unit 6.6: Authentic Task (Romaji)</a>
<p><b>Beginner: My personal world</b></p> <ul style="list-style-type: none"> <li>• identifying family members and/or important people and relationships</li> </ul>	<p><b>Unit 07: Family</b></p>	<a href="#">Unit 7.1: My family</a> <a href="#">Unit 7.2: Someone else's family</a> <a href="#">Unit 7.3: Practice</a> <a href="#">Unit 7.4: Extension</a> <a href="#">Unit 7.5: Speaking</a> <a href="#">Unit 7.6: Authentic Task (Romaji)</a> <a href="#">Getting Started with Japanese Unit 7 Assessment</a>
<p><b>Beginner: My personal world</b></p> <ul style="list-style-type: none"> <li>• describing pets by colour and size</li> </ul>	<p><b>Unit 08: Animals</b></p>	<a href="#">Unit 8.1: Pets</a> <a href="#">Unit 8.2: Other animals</a> <a href="#">Unit 8.3: Practice</a> <a href="#">Unit 8.4: Extension</a> <a href="#">Unit 8.5: Speaking</a> <a href="#">Unit 8.6: Authentic Task (Romaji)</a> <a href="#">Getting Started with Japanese Unit 8 Assessment</a>
<p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"> <li>• talking about likes and dislikes such as animals, food, sport, activities</li> </ul>	<p><b>Unit 09: Food</b></p>	<a href="#">Unit 9.1: Asking about food</a> <a href="#">Unit 9.2: Japanese foods</a> <a href="#">Unit 9.3: Practice</a> <a href="#">Unit 9.4: Extension</a> <a href="#">Unit 9.5: Speaking</a> <a href="#">Unit 9.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 9 Assessment</a>
<p><b>Beginner: My Classroom</b></p>	<p><b>Unit 10: Days of the Week and Weather</b></p>	<a href="#">Unit 10.1: Days of the week</a> <a href="#">Unit 10.2: Weather</a>

<ul style="list-style-type: none"> <li>discussing weather and days/dates</li> </ul>		<a href="#">Unit 10.3: Practice</a> <a href="#">Unit 10.4: Extension</a> <a href="#">Unit 10.5: Speaking</a> <a href="#">Unit 10.6: Authentic Task</a> <a href="#">Getting Started with Japanese Unit 10 Assessment</a>
---	--	---

## Beginner Japanese: Self and Others

Suggested Contexts for Language Use in the Languages Support Resource for the ACARA 9.0 Curriculum	EP Unit:	Lessons within each unit (linked with a hyperlink)	
<p><b>Beginner: My personal world:</b></p> <ul style="list-style-type: none"> <li>introducing self</li> </ul> <p><b>Beginner: My Classroom</b></p> <ul style="list-style-type: none"> <li>using greetings, for example, formal greetings with teachers; informal greetings with peers</li> </ul>	<p><b>Unit 01: Greetings and Introductions</b></p>	<p><b>Course material without Romaji</b></p>	<ul style="list-style-type: none"> <li><a href="#">1. Introduction: Greetings and Introductions (Updated)</a></li> <li><a href="#">2. Vocabulary Practice: Greetings and Introductions</a></li> <li><a href="#">3. Listening Comprehension: Greetings and Introductions</a></li> <li><a href="#">4. Reading Comprehension: Greetings and Introductions</a></li> <li><a href="#">5. Writing: Greetings and Introductions</a></li> <li><a href="#">6. Speaking: Greetings and Introductions</a></li> <li><a href="#">7. Grammar: Greetings and Introductions</a></li> <li><a href="#">Beginner U1 Authentic Task: Greetings and Introductions</a></li> </ul>
		<p><b>Course material with Romaji</b></p>	<ul style="list-style-type: none"> <li><a href="#">1. Introduction: Greetings and Introductions (Romaji) (Updated)</a></li> <li><a href="#">2. Vocabulary Practice: Greetings and Introductions (Romaji)</a></li> <li><a href="#">3. Listening Comprehension: Greetings and Introductions (Romaji)</a></li> <li><a href="#">4. Reading Comprehension: Greetings and Introductions (Romaji)</a></li> </ul>



			<a href="#">5. Writing: Greetings and Introductions (Romaji)</a> <a href="#">6. Speaking: Greetings and Introductions (Romaji)</a> <a href="#">7. Grammar: Greetings and Introductions (Romaji)</a> <a href="#">Beginner U1 Authentic Task: Greetings and Introductions (Romaji)</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 01: Greetings and Introductions - Core Vocabulary</a> <a href="#">Unit 01: Greetings and Introductions - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 1 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 1 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 1 (Teacher Mark)</a>
<b>Beginner: My personal world:</b> <ul style="list-style-type: none"> <li>identifying family members and/or important people and relationships</li> </ul>	<b>Unit 02: Family and Pets</b>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: Family and Pets (Updated)</a> <a href="#">2. Vocabulary Practice: Family and Pets</a> <a href="#">3. Listening Comprehension: Family and Pets</a> <a href="#">4. Reading Comprehension: Family and Pets</a> <a href="#">5. Writing: Family and Pets (Updated)</a> <a href="#">6. Speaking: Family and Pets</a> <a href="#">7. Grammar: Family and Pets</a> <a href="#">Beginner U2 Authentic Task: Family and Pets</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: Family and Pets (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Family and Pets (Romaji)</a> <a href="#">3. Listening Comprehension: Family and Pets (Romaji)</a> <a href="#">4. Reading Comprehension: Family and Pets (Romaji)</a> <a href="#">5. Writing: Family and Pets (Romaji)</a> <a href="#">6. Speaking: Family and Pets (Romaji)</a> <a href="#">7. Grammar: Family and Pets (Romaji)</a> <a href="#">Beginner U2 Authentic Task: Family and Pets (Romaji)</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 02: Family and Pets - Core Vocabulary</a> <a href="#">Unit 02: Family and Pets - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 2 (Auto Mark)</a>

			<a href="#">Beginner Assessment Unit 2 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 2 (Teacher Mark)</a>
<b>Beginner: My Classroom</b> <ul style="list-style-type: none"> <li>responding to classroom instructions</li> <li>asking for permission, assistance, clarification</li> <li>identifying classroom, objects</li> </ul>	<b>Unit 03: The Classroom</b>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: The Classroom (Updated)</a> <a href="#">2. Vocabulary Practice: The Classroom</a> <a href="#">3. Listening Comprehension: The Classroom</a> <a href="#">4. Reading Comprehension: The Classroom</a> <a href="#">5. Writing: The Classroom</a> <a href="#">6. Speaking: The Classroom</a> <a href="#">7. Grammar: The Classroom</a> <a href="#">Beginner U3 Authentic Task: The Classroom</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: The Classroom (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: The Classroom (Romaji)</a> <a href="#">3. Listening Comprehension: The Classroom (Romaji)</a> <a href="#">4. Reading Comprehension: The Classroom (Romaji)</a> <a href="#">5. Writing: The Classroom (Romaji)</a> <a href="#">6. Speaking: The Classroom (Romaji)</a> <a href="#">7. Grammar: The Classroom (Romaji)</a> <a href="#">Beginner U3 Authentic Task: The Classroom (Romaji)</a>
		<b>Vocabulary list</b>	<a href="#">Unit 03: The Classroom - Core Vocabulary</a> <a href="#">Unit 03: The Classroom - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 3 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 3 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 3 (Teacher Mark)</a>
<b>Beginner: Let's celebrate!</b> <ul style="list-style-type: none"> <li>talking about ways that Japanese people celebrate birthdays and coming of age</li> </ul>	<b>Unit 04: Dates and Birthdays</b>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: Dates and Birthdays (Updated)</a> <a href="#">2. Vocabulary Practice: Dates and Birthdays</a> <a href="#">3. Listening Comprehension: Dates and Birthdays</a> <a href="#">4. Reading Comprehension: Dates and Birthdays</a> <a href="#">5. Writing: Dates and Birthdays</a> <a href="#">6. Speaking: Dates and Birthdays</a>

<ul style="list-style-type: none"> <li>identifying celebrations, national holidays and festivals that take place in Australia</li> </ul>			<p><a href="#">7. Grammar: Dates and Birthdays</a>  <a href="#">Beginner U4 Authentic Task: Dates and Birthdays</a></p> <p><b>Course Material with Romaji</b></p> <p><a href="#">1. Introduction: Dates and Birthdays (Romaji) (Updated)</a>  <a href="#">2. Vocabulary Practice: Dates and Birthdays (Romaji)</a>  <a href="#">3. Listening Comprehension: Dates and Birthdays (Romaji)</a>  <a href="#">4. Reading Comprehension: Dates and Birthdays (Romaji)</a>  <a href="#">5. Writing: Dates and Birthdays (Romaji)</a>  <a href="#">6. Speaking: Dates and Birthdays (Romaji)</a>  <a href="#">7. Grammar: Dates and Birthdays (Romaji)</a>  <a href="#">Beginner U4 Authentic Task: Dates and Birthdays (Romaji)</a></p> <p><b>Vocabulary lists</b></p> <p><a href="#">Unit 04: Dates and Birthdays - Core Vocabulary</a>  <a href="#">Unit 04: Dates and Birthdays - Extra Vocabulary</a></p> <p><b>Assessments</b></p> <p><a href="#">Beginner Assessment Unit 4 (Auto Mark)</a>  <a href="#">Beginner Assessment Unit 4 (Speaking Assessment)</a>  <a href="#">Beginner Assessment Unit 4 (Teacher Mark)</a></p>
<p><b>Beginner: This is me</b></p> <ul style="list-style-type: none"> <li>discussing what makes me who I am – my language, my culture, my background, my country</li> <li>noticing or discussing diversity of languages and cultures in the classroom, for example, creating a poster to show language and/or cultural background of students</li> <li>describing my identity, my family and important people and friends</li> </ul>	<p><b>Unit 05: Countries and Nationalities</b></p>	<p><b>Course Materials without Romaji</b></p> <p><a href="#">1. Introduction: Countries and Nationalities (Updated)</a>  <a href="#">2. Vocabulary Practice: Countries and Nationalities</a>  <a href="#">3. Listening Comprehension: Countries and Nationalities</a>  <a href="#">4. Reading Comprehension: Countries and Nationalities</a>  <a href="#">5. Writing: Countries and Nationalities</a>  <a href="#">6. Speaking: Countries and Nationalities</a>  <a href="#">7. Grammar: Countries and Nationalities</a>  <a href="#">Beginner U5 Authentic Task: Countries and Nationalities</a></p> <p><b>Course Material with Romaji</b></p> <p><a href="#">1. Introduction: Countries and Nationalities (Romaji) (Updated)</a>  <a href="#">2. Vocabulary Practice: Countries and Nationalities (Romaji)</a>  <a href="#">3. Listening Comprehension: Countries and Nationalities (Romaji)</a></p>	

			<a href="#">4. Reading Comprehension: Countries and Nationalities (Romaji)</a> <a href="#">5. Writing: Countries and Nationalities (Romaji)</a> <a href="#">6. Speaking: Countries and Nationalities (Romaji)</a> <a href="#">7. Grammar: Countries and Nationalities (Romaji)</a> <a href="#">Beginner U5 Authentic Task: Countries and Nationalities (Romaji)</a>
		<b>Vocabulary list</b>	<a href="#">Unit 05: Countries and Nationalities - Core Vocabulary</a> <a href="#">Unit 05: Countries and Nationalities - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 5 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 5 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 5 (Teacher Mark)</a>
<p><b>Beginner: This is Me:</b></p> <ul style="list-style-type: none"> <li>describing my identity, my family and important people and friends</li> </ul> <p><b>Intermediate: Myself and Others:</b></p> <ul style="list-style-type: none"> <li>describing physical self and personality</li> </ul>	<p><b>Unit 06: Describing People</b></p>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: Describing People (Updated)</a> <a href="#">2. Vocabulary Practice: Describing People</a> <a href="#">3. Listening Comprehension: Describing People</a> <a href="#">4. Reading Comprehension: Describing People</a> <a href="#">5. Writing: Describing People</a> <a href="#">6. Speaking: Describing People</a> <a href="#">7. Grammar: Describing People</a> <a href="#">8. Authentic Task: Describing People</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: Describing People (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Describing People (Romaji)</a> <a href="#">3. Listening Comprehension: Describing People (Romaji)</a> <a href="#">4. Reading Comprehension: Describing People (Romaji)</a> <a href="#">5. Writing: Describing People (Romaji)</a> <a href="#">6. Speaking: Describing People (Romaji)</a> <a href="#">7. Grammar: Describing People (Romaji)</a> <a href="#">8. Authentic Task: Describing People (Romaji)</a>

		<b>Vocabulary lists</b>	<a href="#">Unit 06: Describing Myself - Core Vocabulary</a> <a href="#">Unit 06: Describing Myself - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 6 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 6 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 6 (Teacher Mark)</a>
	<b>Unit 07: School Subjects</b>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: School Subjects (Updated)</a> <a href="#">2. Vocabulary Practice: School Subjects</a> <a href="#">3. Listening Comprehension: School Subjects</a> <a href="#">4. Reading Comprehension: School Subjects</a> <a href="#">5. Writing: School Subjects</a> <a href="#">6. Speaking: School Subjects</a> <a href="#">7. Grammar: School Subjects</a> <a href="#">8. Authentic Task: School Subjects</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: School Subjects (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: School Subjects (Romaji)</a> <a href="#">3. Listening Comprehension: School Subjects (Romaji)</a> <a href="#">4. Reading Comprehension: School Subjects (Romaji)</a> <a href="#">5. Writing: School Subjects (Romaji)</a> <a href="#">6. Speaking: School Subjects (Romaji)</a> <a href="#">7. Grammar: School Subjects (Romaji)</a> <a href="#">8. Authentic Task: School Subjects (Romaji)</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 07: School Subjects - Core Vocabulary</a> <a href="#">Unit 07: School Subjects - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 7 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 7 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 7 (Teacher Mark)</a>
<b>Beginner: How I pass my Time:</b>	<b>Unit 08: Leisure Activities</b>	<b>Course Material</b>	<a href="#">1. Introduction: Leisure Activities (Updated)</a> <a href="#">2. Vocabulary Practice: Leisure Activities</a> <a href="#">3. Listening Comprehension: Leisure Activities</a>

<ul style="list-style-type: none"> <li>• sharing information about activities, hobbies and pastimes</li> <li>• talking about sports</li> </ul>		<b>without Romaji</b>	<a href="#">4. Reading Comprehension: Leisure Activities</a> <a href="#">5. Writing: Leisure Activities</a> <a href="#">6. Speaking: Leisure Activities</a> <a href="#">7. Grammar: Leisure Activities</a> <a href="#">8. Authentic Task: Leisure Activities</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: Leisure Activities (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Leisure Activities (Romaji)</a> <a href="#">3. Listening Comprehension: Leisure Activities (Romaji)</a> <a href="#">4. Reading Comprehension: Leisure Activities (Romaji)</a> <a href="#">5. Writing: Leisure Activities (Romaji)</a> <a href="#">6. Speaking: Leisure Activities</a> <a href="#">7. Grammar: Leisure Activities (Romaji)</a> <a href="#">8. Authentic Task: Leisure Activities (Romaji)</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 08: Leisure Activities - Core Vocabulary</a> <a href="#">Unit 08: Leisure Activities - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 8 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 8 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 8 (Teacher Mark)</a>
<b>Beginner: Where I call home:</b> <ul style="list-style-type: none"> <li>• describing my house(s)/my home(s)</li> <li>• labelling rooms and furniture, including uniquely Japanese furniture and features, for example, しょうじ、コタツ、ふとん、げんかん</li> <li>• talking about my favourite place/room at home</li> </ul>	<b>Unit 09: Describing Your Home</b>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: Describing Your Home (Updated)</a> <a href="#">2. Vocabulary Practice: Describing Your Home</a> <a href="#">3. Listening Comprehension: Describing Your Home</a> <a href="#">4. Reading Comprehension: Describing Your Home</a> <a href="#">5. Writing: Describing Your Home</a> <a href="#">6. Speaking: Describing Your Home</a> <a href="#">7. Grammar: Describing Your Home</a> <a href="#">8. Authentic Task: Describing Your Home</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: Describing Your Home (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Describing Your Home (Romaji)</a>

			<a href="#">3. Listening Comprehension: Describing Your Home (Romaji)</a> <a href="#">4. Reading Comprehension: Describing Your Home (Romaji)</a> <a href="#">5. Writing: Describing Your Home (Romaji)</a> <a href="#">6. Speaking: Describing Your Home</a> <a href="#">7. Grammar: Describing Your Home (Romaji)</a> <a href="#">8. Authentic Task: Describing Your Home (Romaji)</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 09: Describing Your Home - Core Vocabulary</a> <a href="#">Unit 09: Describing Your Home - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 9 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 9 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 9 (Teacher Mark)</a>
<p><b>Beginner: Let's Eat!</b></p> <ul style="list-style-type: none"> <li>identifying familiar Japanese food in Australia and food introduced into the Australian diet from Japan such as <i>sushi, udon, nori</i>, green tea</li> <li>recognising that Australian cuisine has been influenced by many different countries</li> <li>discussing favourite foods and popular dishes in Japan</li> <li>using modelled structured expressions about likes and dislikes regarding food</li> </ul>	<p><b>Unit 10: Talking About Meals</b></p>	<b>Course Material without Romaji</b>	<a href="#">1. Introduction: Talking About Meals (Updated)</a> <a href="#">2. Vocabulary Practice: Talking About Meals</a> <a href="#">3. Listening Comprehension: Talking About Meals</a> <a href="#">4. Reading Comprehension: Talking About Meals</a> <a href="#">5. Writing: Talking About Meals</a> <a href="#">6. Speaking: Talking About Meals</a> <a href="#">7. Grammar: Talking About Meals</a> <a href="#">8. Authentic Task: Talking about Meals</a>
		<b>Course Material with Romaji</b>	<a href="#">1. Introduction: Talking About Meals (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Talking About Meals (Romaji)</a> <a href="#">3. Listening Comprehension: Talking About Meals (Romaji)</a> <a href="#">4. Reading Comprehension: Talking About Meals (Romaji)</a> <a href="#">5. Writing: Talking About Meals (Romaji)</a> <a href="#">6. Speaking: Talking About Meals</a> <a href="#">7. Grammar: Talking About Meals (Romaji)</a> <a href="#">8. Authentic Task: Talking about Meals (Romaji)</a>

		<b>Vocabulary lists</b>	<a href="#">Unit 10: Talking About Meals - Core Vocabulary</a> <a href="#">Unit 10: Talking About Meals - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Beginner Assessment Unit 10 (Auto Mark)</a> <a href="#">Beginner Assessment Unit 10 (Speaking Assessment)</a> <a href="#">Beginner Assessment Unit 10 (Teacher Mark)</a>