

# AC Japanese 9.0 Years 9-10

## EP Curriculum Map

### Years 9-10

#### **Level Description – Years 09 and 10**

In Years 9 and 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

#### **Achievement Standard – Years 09 and 10**

By the end of Year 10, students initiate and sustain Japanese language to exchange and compare ideas and experiences about their own and others' personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Japanese or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Japanese to create texts. They use a combination of kana and a range of familiar kanji appropriate to context.

Students apply features of the Japanese sound system to enhance fluency. They demonstrate understanding of the sound system in spoken exchanges and scripts for written texts, and select and use sentence and grammatical structures to interact, make meaning and create texts. They identify multiple readings of familiar kanji in different compounds. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Japanese, to discuss how this learning influences their ideas and ways of communicating.

## Content descriptions: Year 9 and 10:

### Communicating meaning in Japanese:

Sub strand	Content descriptor	How can EP support this?
<b>Interacting in Japanese</b>	<p><b><u>AC9LJ10EC01</u></b></p> <p>Initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others' 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 and some unfamiliar contexts about their own and others' 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 Beginner level units focus on their own personal world and the intermediate units focus on their own and others' personal world.</li> <li>• See the hyperlinked lessons in each unit in the content maps below.</li> </ul>
	<p><b><u>AC9LJ10EC02</u></b></p>	<ul style="list-style-type: none"> <li>• EP Languages units are designed to help students develop the necessary language in order to question, offer opinions and compare and discuss ideas.</li> <li>• Students are exposed to the relevant language and expressions in</li> </ul>

	<p>Use Japanese language in exchanges to question, offer opinions and compare and discuss ideas</p>	<p>the introduction lesson to offer opinions and compare and discuss ideas. The reading and listening lessons model written and spoken language which gives examples of this language. Students then practise these skills in the writing and speaking lessons.</p>
	<p><b><u>AC9LJ10EC03</u></b></p> <p>Use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers</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 information is modelled on the topic of discussing plans, events and experiences with peers.</li> <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> <li>● Intermediate Unit 7 focuses specifically on making plans.</li> </ul>
<p><b>Mediating meaning in and between languages</b></p>	<p><b><u>AC9LJ10EC04</u></b> interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p><b><u>AC9LJ10EC05</u></b> apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar 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>● The Intermediate units cover familiar and some unfamiliar topics. These tasks require students to develop strategies to interpret and translate.</li> <li>● Cultural information is embedded into the listening and reading texts and students often are required to compare to their own culture.</li> <li>● See the listening and reading lessons hyperlinked in the content maps of each unit below.</li> </ul>

<b>Creating text in Japanese</b>	<b>AC9LJ10EC06</b> create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences and use a combination of kana and kanji	<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 production tasks require students to select vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes.</li> <li>• The authentic video lessons also provide tasks which require students to create written and recorded texts.</li> <li>• See the hyperlinked speaking, writing and authentic tasks lessons in the content map below.</li> </ul>

## Understanding Language and Culture:

Sub strand	Content descriptor	How can EP support this?
<b>Understanding systems of language</b>	<b>AC9LJ10EU01</b> Apply features of the Japanese sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts, and recognise multiple readings of familiar kanji in different compounds.	<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 in familiar and some unfamiliar contexts at Intermediate level.</li> <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</li> </ul>

		<p>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.</p> <ul style="list-style-type: none"> <li>• See the listening and speaking lessons in the hyperlinked lessons in the content map below.</li> </ul>
	<p><b>AC9LJ10EU02</b></p> <p>Select and use structures and features of the Japanese grammatical and writing systems to enhance meaning 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 relevant grammar points for each unit. In each of these grammar lessons 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>AC9LJ10EU03</b></p> <p>Reflect on and evaluate Japanese texts, using metalanguage to discuss language structures and features</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>AC9LJ10EU04</b></p> <p>Reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating</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>

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## EP Lesson Recommendations:

For **Year 9-10 Japanese** we would recommend a combination of our **Beginner and Intermediate 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 or lower level content if appropriate. Please see the course maps below:

## 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>	<p><b>Unit 01: Greetings and Introductions</b></p>	<p><b>Course material without Romaji</b></p>	<p><a href="#">1. Introduction: Greetings and Introductions (Updated)</a>  <a href="#">2. Vocabulary Practice: Greetings and Introductions</a>  <a href="#">3. Listening Comprehension: Greetings and Introductions</a>  <a href="#">4. Reading Comprehension: Greetings and Introductions</a>  <a href="#">5. Writing: Greetings and Introductions</a>  <a href="#">6. Speaking: Greetings and Introductions</a>  <a href="#">7. Grammar: Greetings and Introductions</a></p>

<ul style="list-style-type: none"> <li>using greetings, for example, formal greetings with teachers; informal greetings with peers</li> </ul>			<a href="#">Beginner U1 Authentic Task: Greetings and Introductions</a>
		<b>Course material with Romaji</b>	<a href="#">1. Introduction: Greetings and Introductions (Romaji) (Updated)</a> <a href="#">2. Vocabulary Practice: Greetings and Introductions (Romaji)</a> <a href="#">3. Listening Comprehension: Greetings and Introductions (Romaji)</a> <a href="#">4. Reading Comprehension: Greetings and Introductions (Romaji)</a> <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> <li>• identifying celebrations, national holidays and festivals that take place in Australia</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> <a href="#">7. Grammar: Dates and Birthdays</a> <a href="#">Beginner U4 Authentic Task: Dates and Birthdays</a>
		<b>Course Material with Romaji</b>	<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>
		<b>Vocabulary lists</b>	<a href="#">Unit 04: Dates and Birthdays - Core Vocabulary</a> <a href="#">Unit 04: Dates and Birthdays - Extra Vocabulary</a>
		<b>Assessments</b>	<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>
<b>Beginner: This is me</b>	<b>Unit 05: Countries and Nationalities</b>	<b>Course Materials</b>	<a href="#">1. Introduction: Countries and Nationalities (Updated)</a> <a href="#">2. Vocabulary Practice: Countries and Nationalities</a>

<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>		<b>without Romaji</b>	<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>
		<b>Course Material with Romaji</b>	<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> <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>
<b>Beginner: This is Me:</b> <ul style="list-style-type: none"> <li>describing my identity, my family and important people and friends</li> </ul> <b>Intermediate: Myself and Others:</b>	<b>Unit 06: Describing People</b>	<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>

<ul style="list-style-type: none"> <li>describing physical self and personality</li> </ul>			<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> <ul style="list-style-type: none"> <li>• sharing information about activities, hobbies and pastimes</li> <li>• talking about sports</li> </ul>	<b>Unit 08: Leisure Activities</b>	<b>Course Material without Romaji</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> <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>	<b>Unit 09: Describing Your Home</b>	<b>Course Material</b>	<a href="#">1. Introduction: Describing Your Home (Updated)</a> <a href="#">2. Vocabulary Practice: Describing Your Home</a>

<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>without Romaji</b>	<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>
<b>Beginner: Let's Eat!</b> <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</i>, <i>udon</i>, <i>nori</i>, green tea</li> <li>recognising that Australian cuisine has been influenced by many different countries</li> </ul>	<b>Unit 10: Talking About Meals</b>	<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>

<ul style="list-style-type: none"> <li>discussing favourite foods and popular dishes in Japan</li> <li>using modelled structured expressions about likes and dislikes regarding food</li> </ul>	<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>

## Intermediate Japanese: Self and Community

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)	
	<b>Unit 01: Fashion and Style</b>	<b>Course Material</b>	<a href="#">1. Introduction: Fashion and Style</a> <a href="#">2. Grammar: Fashion and Style</a> <a href="#">3. Listening Comprehension: Fashion and Style</a> <a href="#">4. Reading Comprehension: Fashion and</a>

			<a href="#">Style</a> <a href="#">5. Writing: Fashion and Style</a> <a href="#">6. Speaking: Fashion and Style</a> <a href="#">7. Authentic Tasks: Fashion and Style</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 01: Fashion and Style - Core Vocabulary</a> <a href="#">Unit 01: Fashion and Style - Extra Vocabulary</a>
		<b>Assessments</b>	<a href="#">Intermediate Unit 01: Fashion and Style</a>
<b>Intermediate: Eating In /Eating Out:</b> <ul style="list-style-type: none"> <li>participating in real or simulated shopping</li> <li>using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists</li> <li>ordering, buying and negotiating food</li> </ul>	<b>Unit 02: Ordering in a Restaurant</b>	<b>Course Material</b>	<a href="#">1. Introduction: Ordering in a Restaurant</a> <a href="#">2. Grammar: Ordering in a Restaurant</a> <a href="#">3. Listening Comprehension: Ordering in a Restaurant</a> <a href="#">4. Reading Comprehension: Ordering in a Restaurant</a> <a href="#">5. Writing: Ordering in a Restaurant</a> <a href="#">6. Speaking: Ordering in a Restaurant</a> <a href="#">7. Authentic Tasks: Ordering in a Restaurant</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 02: Ordering in a Restaurant - Core Vocabulary</a> <a href="#">Unit 02: Ordering in a Restaurant - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Intermediate Unit 02: Ordering in a Restaurant</a>
	<b>Unit 03: Weather</b>	<b>Course Material</b>	<a href="#">1. Introduction: Weather</a> <a href="#">2. Grammar: Weather</a> <a href="#">3. Listening Comprehension: Weather</a> <a href="#">4. Reading Comprehension: Weather</a> <a href="#">5. Writing: Weather</a>

			<a href="#">6. Speaking: Weather</a> <a href="#">7. Authentic Tasks: Weather</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 03: Weather - Core Vocabulary</a> <a href="#">Unit 03: Weather - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Intermediate Unit 03: Weather</a>
<b>Intermediate: My Home and Neighbourhood:</b> <ul style="list-style-type: none"> <li>describing where I live, my community and activities</li> <li>talking about neighbourhood facilities, school, shops, parks</li> </ul>	<b>Unit 04: Places and Directions</b>	<b>Course Material</b>	<a href="#">1. Introduction: Places and Directions</a> <a href="#">2. Grammar: Places and Directions</a> <a href="#">3. Listening Comprehension: Places and Directions</a> <a href="#">4. Reading Comprehension: Places and Directions</a> <a href="#">5. Writing: Places and Directions</a> <a href="#">6. Speaking: Places and Directions</a> <a href="#">7. Authentic Tasks: Places and Directions</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 04: Places and Directions - Core Vocabulary</a> <a href="#">Unit 04: Places and Directions - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Intermediate Unit 04: Places and Directions</a>
<b>Intermediate: Holidays and Travelling:</b> <ul style="list-style-type: none"> <li>identifying places and countries to visit</li> <li>planning itineraries, travel and preparations – my trip to Japan</li> <li>getting around – reading maps, timetables, giving and receiving directions and locating places, for</li> </ul>	<b>Unit 05: Holidays</b>	<b>Course Material</b>	<a href="#">1. Introduction: Holidays</a> <a href="#">2. Grammar: Holidays</a> <a href="#">3. Listening Comprehension: Holidays</a> <a href="#">4. Reading Comprehension: Holidays</a> <a href="#">5. Writing: Holidays</a> <a href="#">6. Speaking: Holidays</a> <a href="#">7. Authentic Tasks: Holidays</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 05: Holidays - Core Vocabulary</a> <a href="#">Unit 05: Holidays - Extra Vocabulary</a>

<p>example, みぎにまがってください。</p> <ul style="list-style-type: none"> <li>• talking about my real or imaginary last holiday, including place, activities, etc.</li> <li>• outlining my plan for my next holiday</li> </ul>		<b>Assessment</b>	<a href="#">Intermediate Unit 05: Holidays</a>
	<b>Unit 06: Parties and Leisure Time</b>	<b>Course Material</b>	<a href="#">1. Introduction: Parties and Leisure Time</a> <a href="#">2. Grammar: Parties and Leisure Time</a> <a href="#">3. Listening Comprehension: Parties and Leisure Time</a> <a href="#">4. Reading Comprehension: Parties and Leisure Time</a> <a href="#">5. Writing: Parties and Leisure Time</a> <a href="#">6. Speaking: Parties and Leisure Time</a> <a href="#">7. Authentic Tasks: Parties and Leisure Time</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 06: Parties and Leisure Time - Core Vocabulary</a> <a href="#">Unit 06: Parties and Leisure Time - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Copy of Intermediate Unit 06: Parties and Leisure Time</a>
<b>Intermediate: Recreation, routines and responsibilities</b>	<b>Unit 07: Daily Routine</b>	<b>Course Material</b>	<a href="#">1. Introduction: Daily Routine</a> <a href="#">2. Grammar: Daily Routine</a> <a href="#">3. Listening Comprehension: Daily Routine</a> <a href="#">4. Reading Comprehension: Daily Routine</a> <a href="#">5. Writing: Daily Routine</a>
<ul style="list-style-type: none"> <li>• describing routines, such as a day at</li> </ul>			

home or at school			<a href="#">6. Speaking: Daily Routine</a> <a href="#">7. Authentic Tasks: Daily Routine</a>
	<b>Unit 08: At the Doctor's</b>	<b>Vocabulary lists</b>	<a href="#">Unit 07: Daily Routine - Core Vocabulary</a> <a href="#">Unit 07: Daily Routine - Extra Vocabulary</a>
<b>Intermediate: Recreation, routines and responsibilities</b> <ul style="list-style-type: none"> <li>discussing similarities and differences between attending school in Australia and Japan, for example, 日本の学校でぶかつどうがあります。でも、オーストラリアではありません。スポーツクラブがありません。</li> <li>making comparisons regarding the beginning and end of academic year, uniforms, holiday breaks, long summer break, cram school</li> </ul>	<b>Unit 09: Teenage Life</b>	<b>Assessment</b>	<a href="#">Copy of Intermediate Unit 07: Daily Routine</a>
		<b>Course Material</b>	<a href="#">1. Introduction: At the Doctor's</a> <a href="#">2. Grammar: At the Doctor's</a> <a href="#">3. Listening Comprehension: At the Doctor's</a> <a href="#">4. Reading Comprehension: At the Doctor's</a> <a href="#">5. Writing: At the Doctor's</a> <a href="#">6. Speaking: At the Doctor's</a> <a href="#">7. Authentic Tasks: At the Doctor's</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 08: At the Doctors - Core Vocabulary</a> <a href="#">Unit 08: At the Doctors - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Copy of Intermediate Unit 08: At the Doctor's</a>
		<b>Course Material</b>	<a href="#">1. Introduction: Teenage Life</a> <a href="#">2. Grammar: Teenage Life</a> <a href="#">3. Listening Comprehension: Teenage Life</a> <a href="#">4. Reading Comprehension: Teenage Life</a> <a href="#">5. Writing: Teenage Life</a> <a href="#">6. Speaking: Teenage Life</a> <a href="#">7. Authentic Tasks: Teenage Life</a>
		<b>Vocabulary lists</b>	<a href="#">Unit 09: Teenage Life - Core Vocabulary</a> <a href="#">Unit 09: Teenage Life - Extra Vocabulary</a>
		<b>Assessment</b>	<a href="#">Copy of Intermediate Unit 09: Teenage Life</a>

<ul style="list-style-type: none"> <li>discussing classroom expectations, for example, cleaning time and school lunches</li> </ul>			
<p><b>Intermediate: Class and School environment:</b></p> <ul style="list-style-type: none"> <li>discussing similarities and differences between attending school in Australia and Japan, for example, 日本の学校でぶかつどうがあります。でも、オーストラリアではありません。スポーツクラブがあります。</li> <li>making comparisons regarding the beginning and end of academic year, uniforms, holiday breaks, long summer break, cram school</li> <li>discussing classroom expectations, for example, cleaning time and school lunches</li> </ul>	<p><b>Unit 10: Going on an Exchange</b></p>	<p><b>Course Material</b></p> <p><b>Vocabulary lists</b></p> <p><b>Assessment</b></p>	<p><a href="#">1. Introduction: Going on an Exchange</a>  <a href="#">2. Grammar: Going on an Exchange</a>  <a href="#">3. Listening Comprehension: Going on an Exchange</a>  <a href="#">4. Reading Comprehension: Going on an Exchange</a>  <a href="#">5. Writing: Going on an Exchange</a>  <a href="#">6. Speaking: Going on an Exchange</a>  <a href="#">7. Authentic Tasks: Going on an Exchange</a></p> <p><a href="#">Unit 10: Going on an Exchange - Core Vocabulary</a>  <a href="#">Unit 10: Going on an Exchange - Extra Vocabulary</a></p> <p><a href="#">Copy of Intermediate Unit 10: Going on an Exchange</a></p>

