

NSW Japanese EP Curriculum Map

Implementation in 2024

Stage 4

Education Perfect acknowledges the diversity in student language abilities and our course recommendations are designed to accommodate all learning levels. The course levels provided, such as Beginner, Intermediate, and Advanced, are derived from the most recent Modern Language Syllabus.

Teachers have the flexibility to utilise our lessons in a manner that best suits their students and teaching plans. However, in our course designs, we have ensured that each standard from the NSW curriculum is properly aligned. We provide suggested units for each standard, along with practical examples on how to apply these standards effectively in the classroom.

Education Perfect's aim is to offer educators a rich, adaptable resource that can be customised according to their teaching strategies, while assuring alignment with the NSW curriculum standards. Through this approach, we strive to support teachers in delivering an optimal language learning experience that caters to the diverse capabilities of their students.

EP Languages can be effectively aligned with the New South Wales Modern Languages 7-10 curriculum, as it addresses the curriculum's aims in the following ways:

1. Empowering students to become effective communicators:

EP Languages offers a range of interactive activities, quizzes, and multimedia content to help students develop listening, speaking, reading, and writing skills in the target language. The platform also allows teachers to monitor progress, provide feedback, and tailor learning experiences to suit individual student needs, further empowering students to become effective communicators.

2. Developing linguistic competence:

The platform provides a comprehensive set of resources that cover grammar, vocabulary, pronunciation, and syntax, enabling students to build a strong foundation in the target language. Additionally, EP Languages offers adaptive learning technology that adjusts the difficulty and content of the activities based on students' performance, ensuring that they are consistently challenged and engaged.

3. Developing intercultural capability:

EP Languages includes authentic cultural content, such as videos, articles, and real-world scenarios, which expose students to different perspectives, customs, and traditions. This helps students to develop intercultural understanding and empathy and encourages them to appreciate the diversity of the global community.

4. Learning to interact, understand, and create texts in the target language:

Through a variety of engaging activities and resources, EP Languages helps students practise their language skills in context. Students can participate in dialogues, read authentic texts, and create their own written and spoken texts in the target language. These opportunities for interaction and creation reinforce students' language learning and promote long-term retention.

5. Reflecting on and understanding languages, cultures, and identity:

EP Languages encourages students to think critically about their own language and culture by comparing and contrasting it with the target language and culture. This fosters a deeper understanding of both their own and others' languages, cultures, and identities, and helps students appreciate the interconnectedness of the global community.

6. Developing an interest in and enjoyment of language learning:

The variety of activities and resources available on EP Languages caters to diverse learning styles, ensuring that students remain interested and enjoy their language learning experience. Additionally, the platform's gamified approach, with rewards and leaderboards, encourages students to stay engaged and motivated in their language learning journey.

Interacting in Japanese:

(Listening, Speaking)

Outcomes: ML4-INT-01

Exchange information and opinions in a range of familiar contexts by using culturally appropriate language (NESA)

Content: Interacting in a language is primarily done through oral language. Where students use other forms of communication to supplement or replace speech, the content should be taught using the student’s preferred communication form(s).

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Exchanging and negotiating meaning to interact in the target language</p>	<p>Socialise with peers to build and maintain relationships</p>	<p>All EP Units have content related to socialising with peers through greetings, introductions, descriptions, and conversations about personal life and preferences.</p> <p>Students participate in lessons that focus on listening and reading comprehension, which provide examples of written and spoken interactions. A variety of speaking questions sections are interspersed throughout the unit to provide timely and specific feedback and ensure students understand concepts before moving on to the next step. This helps students develop their own ability to communicate and socialise in the target language.</p> <p>The speaking lessons are designed to be scaffolded, meaning that they gradually build up in difficulty and complexity, starting with basic pronunciation exercises and gradually moving on to more complex conversations and dialogues. This approach helps students to develop their speaking skills in a structured and supportive way.</p> <p>One of the key features of the speaking lessons is the emphasis on partner practice. Students are encouraged to practise speaking with a partner, either</p>	<p>Getting Started Course</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 04: Numbers and Ages • Unit 03: Colours • Unit 04: Numbers and Ages • Unit 05: Classroom Objects • Unit 06: Classroom Commands • Unit 07: Family • Unit 08: Animals • Unit 09: Food • Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions

		<p>in person or via online tools, to help them build confidence and fluency in conversation. This provides an opportunity for students to engage in meaningful and authentic communication, which is essential for developing their speaking skills.</p> <p>These lessons can also be used in the classroom as a starting point for conversations, role-plays, and dialogues. Teachers can use the lessons to provide a framework for classroom activities and encourage students to practise speaking in a supportive and collaborative environment.</p> <p>Examples:</p> <p>Beginner Level: Curriculum standard "Exchange basic information about themselves such as name, age and nationality."</p> <ul style="list-style-type: none"> ● Getting Started Course Unit 1: Greetings and introductions, specifically Unit 1.1 - Introductions and Unit 4: Numbers and age, specifically Unit 4.1 - Numbers and Age from 1 to 10, can assist students in meeting this standard. Students can learn how to introduce themselves, including their name, in Japanese. Teachers can use the vocabulary recognition exercises and comprehension questions to assess students' understanding and ability to exchange basic personal information. ● Beginners Course Unit 01: Greetings and Introductions This unit can help beginners to exchange basic information about themselves. The lessons on introducing themselves and asking someone else's name, as well as the vocabulary practice, can be used to meet this standard. The assessment at the end of the unit can be used to evaluate the student's ability to exchange basic information. <p>Intermediate Level: Curriculum standard "Initiate relationships such as inviting others to play."</p> <ul style="list-style-type: none"> ● Getting Started Course Unit 9: Likes and dislikes - food and activities, specifically Unit 9.2 - Activities, can assist students in meeting this standard. Students can learn how to express their likes and dislikes, which can be used to initiate relationships by inviting peers to participate in shared activities. Teachers can use the speaking exercises to assess students' ability to express their preferences and invite others to join them. 	<ul style="list-style-type: none"> ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals
--	--	---	--

		<ul style="list-style-type: none"> ● Beginners Course Unit 08: Leisure Activities: This unit can help intermediate students to initiate relationships by discussing their leisure activities. The lessons on listing the activities they like and dislike, and communicating with others about the kinds of activities they do and when they do them, can be used to meet this standard. The assessment at the end of the unit can be used to evaluate the student's ability to discuss their leisure activities and potentially invite others to join. <p>Advanced Level: Curriculum standard "Make arrangements with peers."</p> <ul style="list-style-type: none"> ● Getting Started Course Unit 10: Days of the week and weather, specifically Unit 10.1 - Days Of The Week and Unit 10.2 - Talking About The Weather, can assist students in meeting this standard. Students can learn how to discuss days of the week and weather conditions, which are essential when making arrangements with peers. Teachers can use the comprehension questions and speaking exercises to assess students' ability to make arrangements using the vocabulary and structures learned. ● Beginners Course Unit 09: Describing Your Home; This unit can help advanced students to make arrangements with peers. The lessons on describing their house can be used to invite peers over. The lessons on writing and speaking can be used to practise making arrangements. The assessment at the end of the unit can be used to evaluate the student's ability to make arrangements with peers. 	
	<p>Understand and reciprocate information about their own and others' personal worlds</p>	<p>These units all involve exchanging information about personal life and interests, including family, pets, birthdays, nationality, food, hobbies, Food and housing.</p> <p>Beginner Level - "Ask about and describe people, places, and things of personal significance such as family and home." (NESA)</p> <p>Suggested Units:</p> <ul style="list-style-type: none"> ● Getting Started and Beginners Course Unit 1 "Greetings and Introductions": This unit helps beginners to introduce themselves and ask about others. 	<p>Getting Started Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 04: Numbers and Ages ● Unit 03: Colours ● Unit 04: Numbers and Ages ● Unit 05: Classroom Objects ● Unit 06: Classroom Commands ● Unit 07: Family

		<ul style="list-style-type: none"> ● Beginners Course Unit 2 "Family and Pets": This unit aligns with the curriculum standard as it allows students to ask about and describe their family members and pets, which are of personal significance. ● Beginners Course Unit 10 "My House": This unit allows students to describe their house and the rooms within it, which are of personal significance. <p>Intermediate Level - "Describe sequences of events or actions such as weekend activities."(NESA) Suggested Units:</p> <ul style="list-style-type: none"> ● Beginners Course Unit 08 "Leisure Activities": This unit aligns with the curriculum standard as it allows students to talk about their hobbies and leisure activities, which can be supplemented by including sequences of events or actions they undertake during their weekends. ● Beginners Course Unit 10 "Talking about Meals": This unit could also align with the curriculum standard as it allows students to talk about what they eat for different meals, which could be seen as a sequence of events throughout the day. <p>Advanced Level - "Ask about, compare and describe differences in neighbourhoods and schools." (NESA) Suggested Units:</p> <ul style="list-style-type: none"> ● Getting Started Unit 05: Classroom Objects, Unit 06: Classroom Commands, Beginners Course Unit 3 "The Classroom": These units align with the curriculum standard as it allows students to talk about common classroom items and make basic requests to their teacher, which could be used to compare and describe differences in schools. ● Beginners Course Unit 07 "School Subjects": This unit aligns with the curriculum standard as it allows students to talk about what subjects they take and their opinions on different subjects and teachers, which could be used to compare and describe differences in schools. ● Beginners Course Unit 09: Describing Your Home: This unit also aligns with the curriculum standard as it allows students to talk about where their house is located, which could be used to ask about and compare differences in neighbourhoods. 	<ul style="list-style-type: none"> ● Unit 08: Animals ● Unit 09: Food ● Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals
--	--	--	--

<p>Express and explain emotions, opinions and personal preferences</p>	<p>Beginner Level: "Ask about and describe likes and dislikes."</p> <ul style="list-style-type: none"> ● Getting Started Unit 09: Food and Beginners Course Unit 10: Talking About Meals. The learning outcomes include talking about what food they like or dislike. The units provide vocabulary practice, listening and reading comprehension topics about food preferences and dislikes. This aligns well with the beginner level requirement of asking about and describing likes and dislikes. <p>Intermediate Level: "Explain a personal response to a familiar situation."</p> <ul style="list-style-type: none"> ● Beginners Course Unit 07: School Subjects The learning outcomes include expressing opinions about different subjects and teachers. This aligns with the intermediate level requirement of explaining a personal response to a familiar situation, such as expressing their thoughts about a particular subject or teacher. <p>Advanced Level: "Ask about and explain satisfaction and dissatisfaction."</p> <ul style="list-style-type: none"> ● Unit 09: Describing Your Home The learning outcomes include describing their house, what rooms their home has, and where their house is located. The listening and reading comprehension topics include expressing opinions about their home and room. This aligns with the advanced level requirement of asking about and explaining satisfaction and dissatisfaction, as students can use what they have learnt to express their satisfaction or dissatisfaction with their living situation. <p>The units' assessments, both auto-marked and manually marked, would also provide opportunities for students to demonstrate their understanding and application of the curriculum standard.</p>	<p>Getting Started Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 04: Numbers and Ages ● Unit 03: Colours ● Unit 04: Numbers and Ages ● Unit 05: Classroom Objects ● Unit 06: Classroom Commands ● Unit 07: Family ● Unit 08: Animals ● Unit 09: Food ● Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals
<p>Ask questions and describe actions</p>	<p>Beginner Level: "Ask for, give and respond to simple directions."</p> <ul style="list-style-type: none"> ● Unit 1: Greetings and Introductions: This unit teaches students how to introduce themselves and ask someone else's name. This aligns with the beginner level standard as it involves asking for and giving simple information. 	<p>Getting Started Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 04: Numbers and Ages ● Unit 03: Colours

		<ul style="list-style-type: none"> ● Getting Started Unit 06: Classroom Commands , Beginners Course Unit 3: The Classroom:This unit teaches students how to make basic requests to their teacher and how to say simple classroom commands in Japanese. which aligns with the beginner level standard of asking for simple directions. <p>Intermediate Level: "Request information about and describe travel plans."</p> <ul style="list-style-type: none"> ● Unit 5: Countries and Nationalities: This unit teaches students how to talk about which country they live in or have lived in, which could be extended to discussing travel plans. ● Unit 6: Talking About Meals: This unit teaches students how to order at a café or restaurant, which is a common scenario when travelling. <p>Advanced Level: "Make and respond to suggestions or requests in formal situations such as in a shop, restaurant or airport."</p> <ul style="list-style-type: none"> ● Unit 6: Talking About Meals: This unit teaches students how to order at a café or restaurant, which is a formal situation where they would need to make and respond to requests. ● Unit 09: Describing Your Home: This unit teaches students how to describe their house and its location, which could be extended to describing a house or location in a formal situation, such as renting a house or booking a hotel room. <p><u>Differentiating within one lesson:</u></p> <ul style="list-style-type: none"> ● In Unit 1, beginner students learn how to ask and answer basic questions about themselves and others, such as "What's your name?" and "How are you?" Intermediate and advanced students can build on the foundational language skills learned at the start of each smart lesson by engaging with the more complex content that is available in the middle to the end of each smart EP lesson. ● For example, in Unit 1, beginner students learn basic Japanese greetings and introductions. Intermediate and advanced students can build on this by practising more advanced conversation skills in the extended responses sections of the writing and speaking lessons. Similarly, in Unit 3, beginner students learn common classroom phrases, while intermediate and advanced students can 	<ul style="list-style-type: none"> ● Unit 04: Numbers and Ages ● Unit 05: Classroom Objects ● Unit 06: Classroom Commands ● Unit 07: Family ● Unit 08: Animals ● Unit 09: Food ● Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals
--	--	---	---

		<p>practise more complex dialogue with teachers and classmates, and engage in role-play scenarios that require more sophisticated language skills.</p> <ul style="list-style-type: none"> The scaffolded content in Education Perfect's smart lessons allows intermediate and advanced students to continue building on their language proficiency by completing the more challenging content available in each lesson. This ensures that students of all proficiency levels can work on the same topics, but at a level that is appropriate for their abilities. 	
	<p>Use a range of communication strategies to facilitate interactions in familiar contexts</p>	<p>In each EP Languages unit, students encounter a wealth of spoken input that demonstrates effective communication within the context of the unit's topic. This exposure helps them understand how to exchange information using the target language. EP's interactive features, such as information slides, annotated text, media integration, and embedded external content, are valuable tools in learning key expressions and vocabulary. Information slides introduce new concepts or provide a recap at the end of a lesson, requiring students to spend a minimum of three seconds on each slide before moving forward. Annotated text is useful for providing elaborations or hints, while media integration allows teachers to incorporate audio, images, or videos to engage students or serve as question prompts. The embed feature enables the integration of external resources, helping students to learn essential expressions and vocabulary for asking for help or clarification when they encounter difficulties with specific concepts or language structures. Additionally, the automatic explanations provided in quizzes when students make errors are valuable learning opportunities for understanding the correct answer and expanding their knowledge.</p> <p>Example of application:</p> <p>Beginner Level: "Ask for help or clarification of what is being said or done."</p> <ul style="list-style-type: none"> Getting Started and Beginners Course: Unit: "Unit 1 Greetings and Introductions" How it aligns: This unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are basic communication strategies that beginners can use to ask for help or clarification in a familiar context. For example, they 	<p>Getting Started Course</p> <ul style="list-style-type: none"> Unit 01: Greetings and Introductions Unit 04: Numbers and Ages Unit 03: Colours Unit 04: Numbers and Ages Unit 05: Classroom Objects Unit 06: Classroom Commands Unit 07: Family Unit 08: Animals Unit 09: Food Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> Unit 01: Greetings and Introductions Unit 02: Family and Pets Unit 03: The Classroom Unit 04: Dates and Birthdays Unit 05: Countries and Nationalities Unit 06: Describing People Unit 07: School Subjects Unit 08: Leisure Activities

		<p>areintroduced to わたし and ぼく and the difference between them. They are also introduced to using あなたは？ to ask “And you?” and learn how to say “Pleased to meet you”.</p> <p>Intermediate Level: "Offer to explain or clarify for others."</p> <ul style="list-style-type: none"> • Unit: "Unit 03: The Classroom" • How it aligns: This unit teaches students how to use common classroom phrases, talk about common classroom items, make basic requests to their teacher, and offer apologies. These skills can be used by intermediate students to offer explanations or clarifications to others. For example, they can use what they have learnt in EP to explain what items are in the classroom or make requests in the classroom. <p>Advanced Level: "Paraphrase, elaborate on and clarify group contributions."</p> <ul style="list-style-type: none"> • Unit: "Unit 08: Leisure Activities" • How it aligns: This unit teaches students how to talk about what activities they like or dislike, say when they do different activities, and list different activities. Advanced students can use these skills to paraphrase, elaborate on, and clarify group contributions about leisure activities. For example, they can elaborate on why they like or dislike certain activities, or clarify when they do these activities. 	<ul style="list-style-type: none"> • Unit 09: Describing Your Home • Unit 10: Talking About Meals
<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use features of the sound system in spoken interactions</p>	<p>EP Languages units are designed to provide students with ample listening and speaking input, which models the exchange of information on the topic of the unit.</p> <p>EP helps students develop their ability to use the features of the sound system in spoken interactions through its listening comprehension section. In this section of each unit, students are exposed to 8-10 listening comprehension texts, recorded by native speakers, that highlight various features of the target language sound system, such as pitch, rhythm, stress, and intonation. By listening to and analysing these texts, students can develop their listening skills and improve their ability to recognise and reproduce these features in their own speech.</p> <p>Another key feature of EP's language units is the speaking section. In this section, students are required to complete a variety of speaking tasks that</p>	<p>Beginners Units 1-10</p> <ul style="list-style-type: none"> • Listening Lessons

		<p>enable them to practise and refine their pronunciation skills. For example, students are given exercises to practise word-level and sentence-level pronunciation, which allows them to focus on the different aspects of the target language sound patterns.</p> <p>One effective technique used in EP's speaking section is the vocabulary list activity. This activity requires students to record their pronunciation of a word, listen back to their recording, and compare it to a native speaker's recording. By repeating the word as many times as necessary, students can perfect their pronunciation of individual words. Similarly, the sentence-level pronunciation activity allows students to practise the correct intonation and stress patterns for sentences, which is essential for effective communication in the target language.</p>	
	<p>Use relevant and familiar vocabulary from a range of themes to create texts</p>	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p> <ol style="list-style-type: none"> 1. Comprehensive Vocabulary Glossaries: EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level. 2. Thematic Vocabulary: EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example: <ul style="list-style-type: none"> • Beginner students focus on themes such as family, pets, friends, home, and school. • Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure. • Advanced students delve into themes such as music, clothing, travel, and technology. 3. Multimedia Resources: EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise 	<p>Vocabulary Glossaries in each Units:</p> <p>Getting Started Course</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 04: Numbers and Ages • Unit 03: Colours • Unit 04: Numbers and Ages • Unit 05: Classroom Objects • Unit 06: Classroom Commands • Unit 07: Family • Unit 08: Animals • Unit 09: Food • Unit 10: Days of the Week and Weather <p>Beginners Course</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets • Unit 03: The Classroom

		<p>listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations.</p> <p>4. Interactive Activities: The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts</p> <p>Beginner Level: Themes such as family, pets, friends, home, and school.</p> <ul style="list-style-type: none"> • Beginners Course Unit 1: Greetings and Introductions - This unit introduces students to basic greetings and introductions, which can be used in the context of family, friends, home, and school. • Beginners Course Unit 2: Family and Pets - This unit directly aligns with the theme of family and pets, teaching students how to talk about their family members and pets. • Beginners Course Unit 3: The Classroom - This unit aligns with the theme of school, teaching students how to use common classroom phrases and talk about common classroom items. <p>Intermediate Level: Themes such as neighbourhood, daily routines, sports, and leisure.</p> <ul style="list-style-type: none"> • Unit 5: Countries and Nationalities - This unit can be related to the theme of neighbourhood as it teaches students to talk about which country they live in. • Unit 10: Talking About Meals - This unit aligns with the theme of daily routines as it teaches students to talk about what they eat for different meals. • Unit 8: Leisure Activities - This unit directly aligns with the themes of sports and leisure, teaching students to talk about what activities they like or dislike. <p>Advanced Level: Themes such as music, clothing, travel, and technology.</p> <ul style="list-style-type: none"> • Intermediate Unit 1: Fashion And Style - Even though this unit is at the Intermediate level, it can be used to challenge Advanced students. The unit covers vocabulary and conversations related to clothing, aligning with the theme of clothing. 	<ul style="list-style-type: none"> • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals
--	--	--	--

		<ul style="list-style-type: none"> ● Intermediate Unit 05: Holidays - This unit can align with the theme of travel. It covers vocabulary and conversations related to holidays and travel experiences. ● Advanced Unit 06: Technology - This unit directly aligns with the theme of technology. It covers vocabulary and conversations related to different aspects of technology. <p>The introductory sections of these units, which are typically more basic, can be particularly useful for challenging Advanced students. As students progress, the units will likely become more complex, allowing students to continue learning and growing within the theme.</p> <p>Again, it's important to note that all of Education Perfect's resources can be edited and customised to suit different school contexts, and the content can be rearranged to suit faculty schemes of work. This allows for flexibility in aligning the platform's content with various curriculum standards.</p>	
	<p>Use structures and features of the grammatical system to interact</p>	<p>In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.</p> <p>The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken texts, as well as create their own spoken, written, and multimodal texts in the target language.</p> <p>The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.</p>	<p>Beginners Units 1-10 (Grammar sections).</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals

		<p>Getting Started Course:</p> <p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none">• Alignment to Standard: Focuses on foundational interactions through greetings and name introductions. <p>Unit 02: Numbers</p> <ul style="list-style-type: none">• Alignment to Standard: Equips students with numerical language for daily scenarios like phone conversations. <p>Unit 03: Colours</p> <ul style="list-style-type: none">• Alignment to Standard: Enhances descriptive capabilities through learning colours and expressing preferences. <p>Unit 04: Numbers and Ages</p> <ul style="list-style-type: none">• Alignment to Standard: Builds on number knowledge and introduces age-related interactions. <p>Unit 05: Classroom Objects</p> <ul style="list-style-type: none">• Alignment to Standard: Focuses on vocabulary and expressions for navigating the classroom environment in Japanese. <p>Unit 06: Classroom Commands</p> <ul style="list-style-type: none">• Alignment to Standard: Aims to teach students classroom-related commands to foster a well-managed learning space. <p>Unit 07: Family</p> <ul style="list-style-type: none">• Alignment to Standard: Introduces family-related vocabulary and questions to develop interpersonal skills and cultural understanding. <p>Unit 08: Animals</p> <ul style="list-style-type: none">• Alignment to Standard: Covers vocabulary about pets and animals to enrich students' descriptive capabilities. <p>Unit 09: Food</p> <ul style="list-style-type: none">• Alignment to Standard: Provides vocabulary and questions related to Western and Japanese foods, aiming to boost cultural literacy. <p>Unit 10: Days of the Week and Weather</p> <ul style="list-style-type: none">• Alignment to Standard: Offers essential vocabulary for discussing time and weather conditions, pertinent to everyday life. <p>Beginners Course:</p>	
--	--	---	--

		<p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Grammar Points: Formality, Honorifics, How to ask questions • Alignment: Students will learn to use formal structures and honorifics in greetings and introductions, allowing them to interact respectfully in various settings. By mastering question formats, they can inquire about names and feelings during interactions. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Grammar Points: Use of 'and', possessive grammar, Counters • Alignment: Students will employ possessive structures to discuss familial relations, enabling more nuanced interaction. The grammar of 'counters' aids in quantifying family members and pets, adding depth to conversations. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Grammar Points: Counters for objects, Asking for translations • Alignment: The skill of using counters for different objects enhances specificity during interactions. Students will also be adept at making translation requests, thereby enriching classroom dialogue. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Grammar Points: Number patterns for age, expressing dates using counters • Alignment: Mastery of number patterns and date counters empowers students to discuss age, birthdays, and calendar dates, an essential part of many interactions. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Grammar Points: Verb conjugations, Grammatical format for nationalities • Alignment: Students will be able to utilise various verb forms and specific sentence structures to discuss and ask about nationalities and residences, enhancing global interactions. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Grammar Points: Sentence structures for description, Using multiple adjectives • Alignment: Students will be equipped to give detailed descriptions of people, including themselves, which is a crucial aspect of day-to-day interaction. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Grammar Points: Sentence structures for likes/dislikes, proficiency levels 	
--	--	--	--

		<ul style="list-style-type: none"> • Alignment: The ability to express preferences and skill levels in school subjects adds a layer of depth to educational interactions among peers and educators <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Grammar Points: Sentence structures for invitations and suggestions • Alignment: Proficiency in inviting and suggesting activities enhances social interactions, allowing students to build better relationships. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Grammar Points: Counting order, Talking "about" something • Alignment: Mastery of counting and specificity in discussing topics allows for a more engaging and detailed conversation about home environments. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Grammar Points: Expressing likes and dislikes, Verb tenses • Alignment: Understanding how to express food preferences and knowing the correct verb tenses adds to the richness of social interactions during mealtime discussions. 	
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Use language that is appropriate to cultural practices and values to interact</p>	<p>EP includes a cultural lesson that complements each Beginners Course unit.</p> <p>Beginner Level: “Use verbal and nonverbal language for greetings appropriate to the context, purpose and audience of the interaction”.</p> <ul style="list-style-type: none"> • Unit 1: Greetings and Introductions aligns with this standard. The unit focuses on teaching students how to greet someone, introduce themselves, and ask someone else’s name, which are all fundamental aspects of verbal and nonverbal communication. The cultural focus also provides a context for these interactions. <p>Intermediate Level: “Use verbal and nonverbal language for expressing disbelief or surprise appropriate to the context, purpose and audience of the interaction”.</p> <ul style="list-style-type: none"> • Beginners Course Unit 3: The Classroom could be aligned with this standard. The unit teaches students how to use common classroom phrases, make basic requests to their teacher, and offer apologies. These skills could be used to express disbelief or surprise in a classroom context. For example, a student might express surprise 	<p>Getting Started Course</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 04: Numbers and Ages • Unit 03: Colours • Unit 04: Numbers and Ages • Unit 05: Classroom Objects • Unit 06: Classroom Commands • Unit 07: Family • Unit 08: Animals • Unit 09: Food • Unit 10: Days of the Week and Weather <p>Beginners Course</p>

		<p>when learning about a new topic or disbelief about a grade they received. Teachers could add lessons or exercises that specifically focus on expressions of disbelief or surprise.</p> <p>Advanced Level: “Use appropriate idioms in interactions”.</p> <ul style="list-style-type: none"> • While EP units do not explicitly teach idioms, teachers could include idioms as part of their content. <p>Cultural alignments:</p> <p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Alignment: Students learning to use Japanese greetings appropriately fulfils the content descriptor as greetings are deeply embedded in cultural practices and values. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Alignment: The unit dives into the cultural value of familial respect and formality, which contributes to appropriate cultural interaction. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Alignment: Discussing how to address teachers and how items are colour-named in Japanese fulfils the standard by teaching students to adapt to different cultural viewpoints. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Alignment: Understanding significant ages in childhood and festivals enables students to use culturally appropriate language during interactions. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Alignment: Learning about Japan's history with other countries and regions can help students frame their language in a more culturally sensitive way. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Alignment: This unit addresses cultural norms around modesty and humility, directly tying into using language that is appropriate to cultural values. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Alignment: By understanding the Japanese schooling system and the importance of cleanliness, students can better align their language use with cultural values. <p>Unit 08: Leisure Activities</p>	<ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets • Unit 03: The Classroom • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals
--	--	--	--

		<ul style="list-style-type: none">● Alignment: Delving into traditional Japanese leisure activities such as tea ceremonies allows students to adapt their language based on cultural practices. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none">● Alignment: The focus on traditional Japanese houses against western houses promotes a deeper understanding of cultural norms, informing students' language use. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none">● Alignment: Discussing traditional foods and phrases to use when receiving meals makes for an engaging way to apply knowledge of the target culture while interacting. <p>With these alignments, students won't just be learning Japanese; they'll be learning how to interact in a manner that's sensitive and respectful to Japanese culture, fulfilling both the standard and content descriptor.</p>	
--	--	---	--

Understanding Texts:

(Listening, Speaking, Reading, Writing)

Outcome: ML4-UND-01

Interprets and responds to information, opinions and ideas in texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Understanding and responding to spoken, written and multimodal target language texts</p>	<p>Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes</p>	<p>In the Beginner Language units, EP provides comprehensive listening and reading comprehension sections in each unit. Each unit comprises ten listening comprehension texts and ten reading comprehension texts, exposing students to diverse text types such as blog entries, emails, comics, phone messages, online messages, articles, reviews, recipes, menus, signs, and brochures.</p> <p>Students are required to answer various comprehension questions based on these texts, which include multiple-choice, identification of specific vocabulary, fill-in-the-gaps, drag and drop, and long answer questions. The questions within each unit are designed to test higher-level thinking skills. Students are not only required to answer simple comprehension questions but also give their own opinions and ideas based on the text, and compare and contrast ideas from the texts.</p> <p><u>Examples of the types of texts at different levels include:</u></p> <ul style="list-style-type: none"> • Beginner: Texts such as a dialogue between two people discussing their family. These texts introduce students to basic vocabulary, sentence structure, and conversation patterns, allowing them to develop foundational language skills. • Intermediate: Texts such as an email to a friend describing weekend activities. These texts help students expand their vocabulary and practise more complex grammatical structures. They also encourage students to engage in a variety of topics and 	<p>Beginners Units 1-10 (comprehension sections)</p> <ul style="list-style-type: none"> • Listening Lessons

		<p>practise expressing their thoughts and opinions in the target language.</p> <ul style="list-style-type: none"> • Advanced: (Immersion Lessons) Texts in the target language with questions in the target language challenge students to understand and respond to sophisticated language use, including authentic expressions, advanced vocabulary, and complex sentence structures. 	
	<p>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p>	<p>Our units focus on discussing personal information such as family, pets, countries of residence, nationality, and personal descriptions.</p> <p>Through a comprehensive approach, EP ensures that students at all levels, from beginners to advanced learners, can effectively develop and use comprehension strategies to better understand and interpret texts.</p> <p>Beginner students activate, use, and share prior knowledge to understand texts, while intermediate students rely on contextual clues. Advanced students are expected to summarise and explain the main ideas in extended response sections.</p> <p>Education Perfect helps students develop comprehension strategies by offering:</p> <ul style="list-style-type: none"> • Listening and reading lessons with authentic spoken, written, and multimodal texts. • A large bank of video lessons and activities to locate and process information and ideas. • Introduction lessons that introduce key language concepts. • Over 300 original listening and reading comprehension texts per language, scaffolded to cater to different skill levels. 	<p>Beginners Units 1-10 (comprehension sections)</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons
	<p>Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting</p>	<ul style="list-style-type: none"> • EP offers a range of resources, activities, and methods to ensure students can practise listening, reading, writing, and speaking skills while interpreting information, opinions, and ideas. EP enhances students' comprehension and engagement with genuine content by providing diverse resources. • The platform accommodates different proficiency levels, ensuring that all students benefit from interacting with authentic texts. 	<p>Beginners Units 1-10 (comprehension sections)</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons

	<p>information, opinions and ideas</p>	<p><u>Example:</u></p> <ul style="list-style-type: none"> • Beginner students create English responses based on target language narrative texts, while intermediate students can develop target language responses in the immersion smart lessons. Advanced students can focus on classifying and presenting data extracted from target language factual texts, such as websites or other text types. 	
	<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>	<p>By using EP's Listening and Reading Comprehension Sections, teachers can guide students through various stages of language learning, gradually introducing them to more complex language structures, text types, and cultural elements. This approach helps students develop a well-rounded understanding of the context, purpose, and audience in predictable texts, ultimately improving their overall language proficiency.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"> • Beginner: At this stage, teachers can ask beginner students to identify and use different structures and linguistic features from a range of text types offered by EP. This helps students gain familiarity with the building blocks of language and develop a solid foundation for further learning. • Intermediate: As students progress throughout the smart lesson and get more challenging content, teachers can challenge them to identify and explain how texts are constructed, including text features such as greetings in correspondence. This level of analysis allows students to develop a deeper understanding of language use in different contexts and appreciate the nuances of communication. • Advanced: At this stage, teachers can ask advanced students to identify cultural references in texts and explain their effect on the audience. This higher-order thinking skill enables students to recognise the impact of culture on language and communication, fostering a more profound understanding of the target language 	<p>beginners Units 1-10 (comprehension sections)</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons

Applying knowledge of language systems to understand and respond to target language texts	Use knowledge of features of the sound system to understand texts	EP Languages units include listening comprehension sections with 8-10 listening comprehension texts recorded by native speakers. These activities expose students to the target language's sound system, including pitch, rhythm, stress, and intonation, which helps them better understand spoken texts.	Beginners Units 1-10 (listening comprehension sections) <ul style="list-style-type: none"> • Listening comprehension lessons
	Use knowledge of sound-symbol correspondences to understand and respond to texts	The listening section of each EP unit contains exercises that help students practise understanding spoken word and sentence with authentic native pronunciation. As they listen to a native speaker, students can improve their understanding of sound-symbol correspondences and respond more accurately to spoken texts.	Beginners Units 1-10 (listening comprehension sections) <ul style="list-style-type: none"> • Listening comprehension lessons
	Use knowledge of appropriate and familiar vocabulary from a range of themes to understand and respond to texts	Languages units cover a wide range of themes and topics, providing students with a rich vocabulary. This extensive vocabulary enables them to understand and respond to texts effectively.	Beginners Units 1-10 (listening and reading comprehension sections) <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons
	Use knowledge of structures and features of the grammatical system to understand and respond to texts	Each unit aims to cultivate a rich understanding of the Japanese language system, which will in turn empower students to meaningfully engage with a variety of texts. <p>Beginners Course</p> <p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Aligned to Standard: Students will be applying knowledge of formalities and honorifics to understand and respond to different social contexts in Japanese. • Grammar Points: Formality in Japanese, Honorifics, Question-forming. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Aligned to Standard: Understanding the concept of possessive grammar and counters will enable students to engage with and respond to texts about family and pets. 	Beginners Units 1-10 <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons • Grammar lessons

		<ul style="list-style-type: none"> • Grammar Points: Use of 'and,' possessive grammar, counters for people and animals. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Aligned to Standard: Comprehending classroom phrases and making basic requests will be enriched by knowledge of various counters and demonstrative prefixes. • Grammar Points: Counters for objects, Asking for translations, Demonstrative prefixes based on proximity. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Aligned to Standard: Learning how to articulate dates and ages will deepen students' ability to understand texts that discuss significant life events. • Grammar Points: Expressing age, Number patterns for age, Counters for months and dates. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Aligned to Standard: Proficiency in verb conjugations and grammatical formats will allow students to effectively understand and engage with texts about places and cultures. • Grammar Points: Naming languages and nationalities, Verb conjugations, the $\text{I} \sim$ particle. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Aligned to Standard: Students will use their understanding of adjectives and sentence structures to describe people, thereby enhancing their text comprehension. • Grammar Points: Sentence structure, Using adjectives. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Aligned to Standard: The ability to discuss likes, dislikes, and proficiency in school subjects will be facilitated by the understanding of sentence structures. • Grammar Points: Sentence structure for subjects, likes, and proficiency. <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Aligned to Standard: An understanding of how to structure sentences about time and invitations will help students comprehend texts about leisure and planning. • Grammar Points: Inviting someone, suggesting activities, Discussing time. 	
--	--	--	--

		<p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Aligned to Standard: Understanding how to describe space and location through various sentence structures will enrich students' engagement with texts about homes. • Grammar Points: Counting the order of objects, Demonstrative prefixes. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Aligned to Standard: The course wraps up by using various verb tenses and sentence structures to talk about preferences, enabling deeper understanding of texts on food and culture. • Grammar Points: Expressing likes and dislikes, Verb tenses, Expressing time and duration. 	
	<p>Recognise and use structures and features of the target language writing system to understand and respond to texts</p>	<p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Students will utilise the structures of formalities and honorifics in Japanese to interpret and respond to introductory phrases and questions. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Students will recognise counters and possessive grammar to understand and respond to questions and statements about family and pets. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Students will utilise sentence counters and demonstrative prefixes to comprehend classroom-specific instructions and items, enabling them to make requests or seek clarification from the teacher. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Students will apply knowledge of number patterns and counters to comprehend and respond to questions about dates, birthdays, and ages. <p>Unit 05: Countries and Nationalities</p>	<p>Beginners Units 1-10 (listening comprehension sections)</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons • Grammar lessons • Authentic Video Lessons

		<ul style="list-style-type: none"> • Students will leverage verb conjugations and location particles to comprehend and respond to questions about nationalities and residencies. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Students will recognize and apply adjective sentence structures to comprehend descriptions of people's physical appearances and characteristics. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Students will apply various sentence structures to comprehend and discuss school subjects and proficiency levels. <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Students will understand and use sentence structures about inviting and suggesting activities to comprehend and discuss leisure activities. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Students will recognise and use demonstrative prefixes and object counters to comprehend and describe different types of accommodation and their surroundings. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Students will utilise verb tenses and sentence structures for likes and dislikes to comprehend and discuss various foods and preferences. 	
	<p>Use familiar metalanguage to compare target language structures and features with English</p>	<p>EP serves as the scaffold upon which students can construct their own understanding, allowing them to draw insights and make comparisons between the two languages.</p> <p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP provides the groundwork for students to explore how formal and casual greetings differ between English and Japanese. Students will use EP content to make these comparisons. <p>Unit 02: Family and Pets</p>	<p>Beginners Units 1-10</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons • Grammar lessons • Authentic Video Lessons

		<ul style="list-style-type: none"> • Content Descriptor Alignment: EP lessons offer content that allows students to compare grammatical structures indicating ownership or relatedness in Japanese and English. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP content facilitates the discussion on how classroom phrases and terms differ structurally between Japanese and English. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: Through EP lessons, students will analyse the use of counters in Japanese for expressing months and dates and compare it with English. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: Students will use EP lessons to compare sentence structures for stating nationality and place of residence in Japanese versus English. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP provides the material for students to discuss how adjectives are used differently in Japanese and English to describe people. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP content offers a basis for examining the sentence structures in Japanese for expressing likes or dislikes about school subjects, allowing students to contrast them with English. <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP lessons enable students to compare the use of tenses in Japanese and English when discussing leisure activities. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: EP content facilitates the analysis of how demonstrative prefixes vary in Japanese and English, offering a basis for student discussion. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Content Descriptor Alignment: Through EP lessons, students will discuss the nuances of expressing food preferences in Japanese as compared to English. 	
--	--	---	--

<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity</p>	<p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Cultural Focus: Politeness, formality, and respect. Using formal language. Bowing. • Suggestion: Discuss the significance of bowing and formality in Japanese greetings compared to handshakes in Western cultures. Ask students to reflect on the cultural practices and values evident in their own greetings. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Cultural Focus: Traditional vs. modern family life. Culture surrounding pets in Japan. • Suggestion: Highlight the concept of using familial terms for non-relatives in Japan, and discuss how that might reflect community bonds. Ask students to compare this with their own culture's familial terminology. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Cultural Focus: Bowing to teachers, color perception (green being called blue). • Suggestion: Discuss why items that are green are sometimes said to be blue in Japan. Encourage students to consider how language and culture are intertwined in their own understanding of colours and objects. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Cultural Focus: Significant ages, seasons, and festivals. • Suggestion: Explore significant ages and related festivals in Japan. Ask students to share significant ages and celebrations in their own cultures, reflecting on the cultural values these signify. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Cultural Focus: Japanese geography, history with other countries. • Suggestion: Dive into Japan's history with other countries and ask students to consider how historical relations affect language and modern cultural attitudes. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Cultural Focus: Modesty, Kawaii culture, blood types and personality. • Suggestion: Explore the Japanese concept of modesty and humility in self-description and how it contrasts with practices in students' own cultures. <p>Unit 07: School Subjects</p>	<p>Beginners Units 1-10</p> <ul style="list-style-type: none"> • Listening comprehension lessons • Reading comprehension lessons • Grammar lessons • Authentic Video Lessons
--	--	---	--

		<ul style="list-style-type: none"> • Cultural Focus: Japanese schooling system, classroom cleanliness. • Suggestion: Discuss the emphasis on keeping the classroom clean in Japan. Ask students how this relates to wider cultural attitudes towards responsibility and compare with their own school experiences. <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Cultural Focus: Traditional leisure activities, theatre, calligraphy, and modern entertainments like karaoke. • Suggestion: Examine traditional Japanese leisure activities like Kabuki and how they have evolved or remained unchanged. Encourage students to consider leisure activities in their own cultures and the values these reflect. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Cultural Focus: Traditional Japanese houses, Genkan (entrance foyer). • Suggestion: Focus on the traditional Japanese home setup, including the "Genkan," and ask students to consider how home structures might reflect cultural values in their own societies. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Cultural Focus: Japanese food culture, traditional foods. • Suggestion: Discuss the importance of appreciative phrases in Japanese dining and compare this to table manners and practices in the students' own cultures. 	
--	--	---	--

Creating Texts:

(Speaking, Writing)

Outcomes: ML4-CRT-01

Create a range of texts for familiar communicative purposes by using culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Suggested Units
<p>Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience</p>	<p>Create informative texts to describe and share information about themselves and their personal world</p>	<p>In the writing section of the Beginner and Intermediate Japanese units, 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, purposes and audiences.</p> <p>As part of each EP Languages unit there is a comprehensive speaking lesson which focuses on both pronunciation and communication. The communicative activities require students to listen to a series of questions in Japanese relating to a topic and record their answers. Students are also required to record conversations with a partner.</p> <p>In the authentic task sections of Beginner/Intermediate Japanese units, students are required to compose texts that relate to the topic, but in a different context than what is required in the Writing section of the same unit. These include a variety of different formats for different audiences, some examples are: songs, movies and posters. These tasks take students beyond simply writing about themselves, and require them to think, write and speak about other people and environments.</p> <p>Beginner Level: The curriculum standard for beginners requires students to create a text to describe an Australian animal and its features in the</p>	<p>Beginners Course Units 1-10 (writing and speaking sections)</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals ● Script Practice

		<p>target language, making connections with local Aboriginal Languages of the same animal, such as Kookaburra/Gugubarra (Wiradjuri)</p> <p>In the context of the Japanese units provided, the "Unit 02: Family and Pets" could be adapted to meet this standard. Students could learn to describe an Australian animal as if it were a pet, using the vocabulary and grammar points taught in this unit. They could also learn the Aboriginal name of the animal and include it in their description.</p> <p>Intermediate Level: The curriculum standard for intermediate students requires them to create a text to present an Acknowledgement of Country in the target language.</p> <p>This could be achieved using "Unit 05: Countries and Nationalities". Students could learn to talk about Australia, its Aboriginal heritage, and its place in the world. They could also learn to express their respect for the traditional custodians of the land in the target language.</p> <p>Advanced Level: The curriculum standard for advanced students requires them to create a text in the target language to explain one or more aspects of Aboriginal and/or Torres Strait Islander astronomies.</p> <p>This could be achieved using "Unit 08: Leisure Activities". Students could learn to talk about astronomy as a leisure activity, using the vocabulary and grammar points taught in this unit. They could also learn to explain specific aspects of Aboriginal and/or Torres Strait Islander astronomies in the target language.</p>	
	<p>Create imaginative texts</p>	<p>Beginner Level: "a role-play between two people discussing their opinions about school".</p> <p>Unit 03: The Classroom is the most appropriate for this level. The learning outcomes and course material of this unit focus on common classroom phrases, talking about common classroom items, making basic requests to the teacher, and offering apologies. The role-play can be a conversation between two students discussing their opinions about different classroom items, their teachers, and the subjects they are studying.</p>	<p>Beginners Course Units 1-10 (writing and speaking sections)</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays

		<p>Intermediate Level: “a picture book to describe significant people in their lives.”</p> <p>Unit 02: Family and Pets and Unit 06: Describing People can be used for this level. The learning outcomes of these units include describing oneself, family members, and pets. The picture book can include descriptions of family members and pets, using the vocabulary and grammar points learned in these units.</p> <p>Advanced Level: “a short film on a topic of personal interest.”</p> <p>This can be aligned with multiple units depending on the student's personal interest. For instance, if a student is interested in food, Unit 06: Talking About Meals can be used. If the student is interested in hobbies or leisure activities, Unit 09: Leisure Activities would be appropriate. The short film can be a narrative or documentary-style presentation using the vocabulary and grammar points from the chosen unit.</p> <p>In all these examples, the "Authentic Task" sections of each unit can be used as a basis for the imaginative texts. The tasks can be adapted to fit the format of the role-play, picture book, or short film. The assessments provided in each unit can also be used to evaluate the students' understanding and application of the vocabulary and grammar points in their imaginative texts.</p>	<ul style="list-style-type: none"> ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals ● Script Practice
	<p>Use familiar text features</p>	<p>Beginner Level: "Use elements of common text types such as beginning and ending an informal email."</p> <p>Unit 1: Greetings and Introductions could be aligned with this standard. The unit teaches students how to greet someone, introduce themselves, and ask someone else's name. These are common elements in beginning an informal email. For example, the "Writing: Greetings and Introductions" lesson could help students learn how to start and end an email in Japanese.</p> <p>Intermediate Level: "Use cohesive devices such as connectives to sequence actions."</p>	<p>Beginners Units 1-10 (writing and speaking sections)</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities

		<p>Unit 3: The Classroom could be suitable for this standard. The unit covers common classroom phrases and making basic requests to the teacher, which could involve using connectives to sequence actions. For instance, in the "Speaking: The Classroom" lesson, the teacher might introduce new connective devices for students to sequence their requests or responses.</p> <p>Advanced Level: "Use specific structures and features of text types such as style and layout."</p> <p>Unit 09: Describing Your Home could align with this standard. The unit teaches students to describe their house, the rooms, and their location. This could involve using specific structures and features of text types. For example, the "Writing: My House" lesson could require students to write a detailed description of their house, using specific text structures and features.</p>	<ul style="list-style-type: none"> ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals <p>Script Practice</p>
<p>Applying knowledge of language systems to create texts in the target language texts</p>	<p>Use features of the sound system to create spoken texts</p>	<p>EP Languages units include speaking sections with recordings from native speakers. These activities introduce students to target language sound features such as pitch, rhythm, stress, and intonation. Students are encouraged to mimic these sounds by repeating them or recording their answers. By listening back to their recordings, students can self-assess and adjust their pronunciation. The speaking lessons contain exercises that practise word-level and sentence-level pronunciation, allowing students to focus on different aspects of target language sound patterns.</p>	<p>Beginners Units 1-10 (speaking sections)</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom ● Unit 04: Dates and Birthdays ● Unit 05: Countries and Nationalities ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home

			<ul style="list-style-type: none"> • Unit 10: Talking About Meals <p>Script Practice</p>
	<p>Use sound-symbol correspondences to create written texts</p>	<p>EP helps students understand the relationships between sounds and symbols in the target language by providing vocabulary lists with native speaker recordings. Students can practise pronunciation and develop their phonetic awareness by recording and comparing their own pronunciation with that of a native speaker.</p>	<p>Beginners Units 1-10 (vocabulary and speaking sections)</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets • Unit 03: The Classroom • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals • Script Practice
	<p>Use relevant and familiar vocabulary from a range of themes to create texts</p>	<p>Education Perfect enables students to build a strong vocabulary foundation, which in turn supports their development of reading, writing, listening, and speaking skills in the target language. This comprehensive approach to language learning ensures that students are well-equipped to interact effectively using relevant and familiar vocabulary across a range of themes. EP does this through various activities and resources, including:</p>	<p>Beginners Units 1-10 Vocabulary section of each lesson</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets

		<ol style="list-style-type: none"> 5. Comprehensive Vocabulary Glossaries: EP provides a Vocabulary Glossary for each Languages unit, containing both Core Vocabulary and Extra Vocabulary lists. These glossaries are tailored to the students' specific needs, giving them access to relevant vocabulary for their proficiency level. 6. Thematic Vocabulary: EP organises vocabulary by themes, ensuring that students have access to words and phrases that are contextually relevant. For example: <ul style="list-style-type: none"> • Beginner students focus on themes such as family, pets, friends, home, and school. • Intermediate students explore themes like the neighbourhood, daily routines, sports, and leisure. • Advanced students delve into themes such as music, clothing, travel, and technology. 7. Multimedia Resources: EP uses a variety of multimedia resources, including audio and video content, to expose students to authentic language usage in different contexts. This helps students practise listening and comprehension skills, and also familiarise them with the vocabulary used in real-life situations. 8. Interactive Activities: The platform offers various interactive activities, such as quizzes and games, which allow students to practise and reinforce their vocabulary knowledge. These activities are designed to be engaging and enjoyable, motivating students to learn and apply new words in different contexts 	<ul style="list-style-type: none"> • Unit 03: The Classroom • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals • Script Practice
	<p>Use structures and features of the grammatical system to create texts</p>	<p>In every Education Perfect Languages unit, students are introduced to a dedicated grammar section that covers new concepts for each specific unit. These grammar sections begin with a thorough introduction to the grammar point, explaining it in detail to help students grasp the concept. Following the introduction, a wide range of activities is provided for students to practise the newly introduced grammar point.</p> <p>The practice activities are structured to progress from recognition-based tasks to activities that involve free production, allowing students to gradually build their mastery of the grammar concept. By engaging in these activities, students can develop their ability to understand both written and spoken</p>	<p>Beginners Units 1-10 (Grammar and writing sections)</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets • Unit 03: The Classroom • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities

		<p>texts, as well as create their own spoken, written, and multimodal texts in the target language.</p> <p>The EP grammar lessons emphasise providing comprehensive explanations for each grammar point, helping students to better understand the similarities and differences between the target language and English grammar. This approach enables students to apply their grammar knowledge more when interacting in the target language, ensuring that they can communicate accurately and confidently.</p> <p>Unit 1: Greetings and Introductions - The concepts of formality and honorifics are intrinsically linked to the unit's theme of greetings and introductions. Students will learn these grammar points while understanding how to introduce themselves and ask about others. This ensures that the grammatical systems are learned in a context that is immediately useful for real-life interactions.</p> <p>Unit 2: Family and Pets - The use of counters and possessive grammar is taught in the context of discussing family members and pets. This approach makes it more meaningful for students, as they apply these grammatical features directly to conversations about their family and pets.</p> <p>Unit 3: The Classroom - Demonstrative prefixes and various counters are introduced in the thematic setting of the classroom. Students will learn how to make requests and offer apologies while applying these grammatical features, creating a cohesive learning experience.</p> <p>Unit 4: Dates and Birthdays - The unit incorporates the teaching of number patterns and date counters in the theme of discussing ages, birthdays, and dates. Students gain practical knowledge, enabling them to apply these grammatical structures in everyday conversations about significant life events.</p> <p>Unit 5: Countries and Nationalities - Verb conjugations and grammatical format for naming languages and nationalities are explored within the context of discussing where one is from and has lived. This contextual approach helps students to effortlessly incorporate these grammatical features into their discourse about countries and nationalities.</p>	<ul style="list-style-type: none"> ● Unit 06: Describing People ● Unit 07: School Subjects ● Unit 08: Leisure Activities ● Unit 09: Describing Your Home ● Unit 10: Talking About Meals
--	--	---	--

		<p>Unit 6: Describing People - Sentence structures for describing physical characteristics and appearances are aligned with the unit's theme. Students practice these structures while discussing hair and eye colour, height, and other physical attributes, making the grammar more relatable and applicable.</p> <p>Unit 7: School Subjects - Varied sentence structures for expressing likes, dislikes, and proficiency levels are taught in relation to discussing school subjects. This integration helps students to apply grammatical structures in a way that is pertinent to their academic life.</p> <p>Unit 8: Leisure Activities - Grammar concerning invitations and time expressions is tied to the theme of leisure activities. Students learn to make plans and discuss their daily routines while incorporating these grammatical features, enhancing their conversational skills.</p> <p>Unit 9: Describing Your Home - Demonstrative prefixes and the grammatical method for counting order are introduced in the context of describing one's home and its surroundings. This approach provides a natural setting for the application of these grammar points.</p> <p>Unit 10: Talking About Meals - Verb tenses and sentence structures for expressing likes and dislikes are learned within the setting of discussing meals. Students will be able to talk about their food preferences, making these grammatical elements immediately relevant and applicable.</p>	
	<p>Use structures and features of the target language writing system to create written texts</p>	<p>In the writing section of the Getting Started with Japanese units, students are required to complete a variety of activities. First, they have to drag words into order to complete a sentence, and then, in the extension section, they are required to write some full word and full sentence answers, applying basic writing conventions.</p>	<p>Beginners Units 1-10 (writing sections)</p> <ul style="list-style-type: none"> ● Unit 01: Greetings and Introductions ● Unit 02: Family and Pets ● Unit 03: The Classroom

		<p>In the extension section, we also have the Focus on Form section which requires students to practise their spelling by dragging letters into the correct order to form a word.</p> <p>In our Beginner Japanese course, 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, purposes and audiences. EP offers writing exercises that help students practise and master the target language's writing system such as</p> <ul style="list-style-type: none"> • Working with sentence patterns • Drag and Drop • Fill in the Missing Word • Sentence Translation • Finish a Sentence • Describe an Image • Answer a Question • Passage Translation • Use the Words Given • <p>By engaging with these activities, students develop the skills necessary to create written texts in the target language.</p> <p>In addition to this, the script practice folder includes exercises to practise the hiragana script, setting a solid foundation for students.</p>	<ul style="list-style-type: none"> • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals • • Script Practice
<p>Applying knowledge of the target language culture(s) to create texts</p>	<p>Use language that is appropriate to cultural practices and values to create texts</p>	<p>Each unit in the Japanese course has a distinct cultural focus that provides students with a broader understanding of Japanese culture and society in the introduction section of each unit which relates to the topic. This cultural focus can be particularly useful for teachers who want to emphasise cultural aspects that may not be explicitly mentioned in the curriculum standards.</p> <p>Here's the cultural focus for each unit:</p>	<p>Beginners Units 1-10 Integrated in the introduction section of each unit</p> <ul style="list-style-type: none"> • Unit 01: Greetings and Introductions • Unit 02: Family and Pets • Unit 03: The Classroom

		<p>Unit 01: Greetings and Introductions</p> <ul style="list-style-type: none"> • Cultural Alignment: Teaches formal language and bowing, which are essential aspects of politeness in Japanese culture. <p>Unit 02: Family and Pets</p> <ul style="list-style-type: none"> • Cultural Alignment: Addresses traditional vs. modern family life, as well as the importance of honorifics in referring to family members and elders, even if they're not relatives. <p>Unit 03: The Classroom</p> <ul style="list-style-type: none"> • Cultural Alignment: Emphasizes the cultural practice of bowing to teachers and understanding the unique perspective of colors in Japanese culture. <p>Unit 04: Dates and Birthdays</p> <ul style="list-style-type: none"> • Cultural Alignment: Explores significant ages and festivals in Japan, integrating cultural knowledge into the language acquisition process. <p>Unit 05: Countries and Nationalities</p> <ul style="list-style-type: none"> • Cultural Alignment: Dives into Japan's history and geography, enabling students to discuss these topics respectfully and knowledgeably. <p>Unit 06: Describing People</p> <ul style="list-style-type: none"> • Cultural Alignment: Covers the cultural sensitivities around descriptions, like modesty and humility, and popular beliefs like blood types correlating with personality. <p>Unit 07: School Subjects</p> <ul style="list-style-type: none"> • Cultural Alignment: Discusses the Japanese schooling system, emphasising the cultural aspects like classroom cleanliness. <p>Unit 08: Leisure Activities</p> <ul style="list-style-type: none"> • Cultural Alignment: Highlights traditional leisure activities, offering a culturally nuanced understanding to discuss pastimes. <p>Unit 09: Describing Your Home</p> <ul style="list-style-type: none"> • Cultural Alignment: Contrasts traditional Japanese homes with Western homes, providing the cultural background to discuss housing. <p>Unit 10: Talking About Meals</p> <ul style="list-style-type: none"> • Cultural Alignment: Delves into Japanese food culture, from appreciative phrases to traditional foods. <p>Beginner Level: The curriculum standard for beginners is to "use appropriate forms of greetings and farewells in emails."</p>	<ul style="list-style-type: none"> • Unit 04: Dates and Birthdays • Unit 05: Countries and Nationalities • Unit 06: Describing People • Unit 07: School Subjects • Unit 08: Leisure Activities • Unit 09: Describing Your Home • Unit 10: Talking About Meals • Script Practice
--	--	--	---

		<p>The perfect unit for this example from NESAs is "Unit 01: Greetings and Introductions." The cultural focus in this unit is on politeness, formality, and respect in Japanese interactions. This equips students with cultural insights that guide them on when and how to use appropriate forms of greetings and farewells, specifically in email communications.</p> <p>Intermediate Level: The curriculum standard for intermediate students is to "use formal and informal language registers to address the reader of a letter." The unit that aligns well with this example from NESAs is "Unit 03: The Classroom." The cultural aspects covered include how to show respect to teachers and address them properly. This foundational understanding of formality in Japanese culture enables students to discern between formal and informal language registers when drafting letters.</p> <p>Advanced Level: The curriculum standard for advanced students is to "use appropriate references to cultural and social practices such as celebrations."</p> <p>The unit that pairs seamlessly with this example from NESAs is "Unit 04: Dates and Birthdays." The cultural spotlight here is on significant ages and festivals in Japan. This gives students the cultural background needed to appropriately reference social and cultural practices related to celebrations, birthdays, and significant life events.</p>	
--	--	---	--

EP Lesson Recommendations:

For **Year 7-8 Japanese** we would recommend a combination of our **Getting Started and Beginner Japanese courses**. We would also recommend the beginner level video content. Teachers can still assign from higher level content if appropriate. Please see the course maps below:

Getting Started with Japanese:

Novice Low - Novice Mid

[Unit 01: Greetings and Introductions](#)

[Unit 04: Numbers and Ages](#)

[Unit 03: Colours](#)

[Unit 04: Numbers and Ages](#)

[Unit 05: Classroom Objects](#)

[Unit 06: Classroom Commands](#)

[Unit 07: Family](#)

[Unit 08: Animals](#)

[Unit 09: Food](#)

[Unit 10: Days of the Week and Weather](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)
<p>Unit 01: Greetings and Introductions</p> <p>Unit 1.1 - Greetings:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> • Learn common Japanese greeting words. • Learn that Japanese surnames come before given names. • Be introduced to the さん name suffix. • Work through vocabulary recognition exercises based on what they have 	<p><u>Getting Started with Japanese Unit 1 Assessment</u></p> <p><u>Unit 1.1: Greetings</u></p> <p><u>Unit 1.2: Introductions</u></p> <p><u>Unit 1.3: Goodbyes</u></p> <p><u>Unit 1.4: PracticeUnit</u></p> <p><u>Unit 1.5: Extension</u></p> <p><u>Unit 1.6: Speaking</u></p>

learnt.

Unit 1.2 - Introductions:

In this lesson, students will:

- Learn how to ask what someone's name is.
- Learn how to say what their name is.
- Be introduced to わたし and ぼく and the difference between them.
- Be introduced to using あなたは？ to ask "And you?"
- Learn how to say "Pleased to meet you".
- Work through vocabulary recognition activities.

Unit 1.3 - Goodbyes:

In this lesson, students will:

- Learn common ways of saying goodbye in Japanese.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 1.4 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 1.5 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 1.6 - Speaking:

Unit 1.7: Authentic Task

<p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Practice pronunciation by saying words and comparing their pronunciation to a native speaker. ● Practice speaking skills by recording an answer in Japanese to a question about themselves. 	
<p>Unit 02: Numbers</p> <p>Unit 2.1 - Numbers:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn how to say numbers zero to ten in Japanese. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 2.2 - On The Phone:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn how to say “phone” in Japanese. ● Learn how to answer the phone in Japanese. ● Learn how to ask someone for their phone number. ● Learn how to say what their phone number is. ● Learn how to ask someone to repeat what they have said. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 2.3 - Practice:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Work through vocabulary recognition for all vocabulary for the unit. ● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts. ● Practice writing skills, with particular focus on word order and recognition. <p>Unit 2.4 - Extension:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. 	<p>Unit 2.1: Numbers</p> <p>Unit 2.2: On the phone</p> <p>Unit 2.3: Practice</p> <p>Unit 2.4: Extension</p> <p>Unit 2.5: Speaking</p> <p>Unit 2.6: Authentic Task</p> <p>Getting Started with Japanese Unit 2 Assessment</p>

- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 2.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

Unit 03: Colours

Unit 3.1 - Colours:

In this lesson, students will:

- Learn how to say common colours in Japanese.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 3.2 - Favourite Colours:

In this lesson, students will:

- Learn how to ask what someone's favourite colour is.
- Learn how to say what their favourite colour is.
- Learn how to ask what someone's least favourite colour is.
- Learn how to say what their least favourite colour is.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 3.3 - Practice:

In this lesson, students will:

[Unit 3.1: Colours](#)

[Unit 3.2: Favourite colours](#)

[Unit 3.3: Practice](#)

[Unit 3.4: Extension](#)

[Unit 3.5: Speaking](#)

[Unit 3.6: Authentic Task](#)

[Getting Started with Japanese Unit 3 Assessment](#)

<ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Work through vocabulary recognition for all vocabulary for the unit. ● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts. ● Practice writing skills, with particular focus on word order and recognition. <p>Unit 3.4 - Extension: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Answer comprehension questions on a range of (more complex) combined listening and reading texts. ● Practice writing skills, with particular focus on word order and recognition. ● Practice writing skills by translating simple sentences from English to Japanese. ● Practice writing skills by answering a question about themselves in Japanese. <p>Unit 3.5 - Speaking: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Practice pronunciation by saying words and comparing their pronunciation to a native speaker. ● Practice speaking skills by recording an answer in Japanese to a question about themselves. 	
<p>Unit 04: Numbers and Ages</p> <p>Unit 4.1 - Numbers To Twenty: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the numbers zero to ten in Japanese. ● Learn how to say the numbers 11-20 in Japanese. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 4.2 - Ages: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn how to ask how old someone is in Japanese. 	<p>Unit 4.1: Numbers to twenty Unit 4.2: Ages Unit 4.3: Practice Unit 4.4: Extension Unit 4.5: Speaking Unit 4.6: Authentic Task Getting Started with Japanese Unit 4 Assessment</p>

- Learn how to say how old they are.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 4.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 4.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 4.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

Unit 05: Classroom Objects

Unit 5.1 - Classroom Objects:

In this lesson, students will:

- Learn the words for common classroom objects in Japanese.
- Work through vocabulary recognition exercises based on what they have learnt.

- [Unit 5.1: Classroom objects](#)
- [Unit 5.2: What do you have?](#)
- [Unit 5.3: Practice](#)
- [Unit 5.4: Extension](#)
- [Unit 5.5: Speaking](#)
- [Unit 5.6: Authentic Task](#)

Unit 5.2 - What Do You Have?:

In this lesson, students will:

- Learn how to say “Can I have a___ please?” in Japanese.
- Learn how to say “Yes, here you are” in Japanese.
- Learn how to ask if someone has an object in Japanese.
- Learn how to say they have an object in Japanese.
- Learn how to say they don’t have an object in Japanese.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 5.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 5.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 5.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

[Getting Started with Japanese Unit 5 Assessment](#)

<p>Unit 06: Classroom Commands</p> <p>Unit 6.1 - Classroom Commands 1:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none">● Learn how to say simple classroom commands in Japanese.● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 6.2 - Classroom Commands 2:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none">● Learn how to say more complex classroom commands in Japanese.● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 6.3 - Practice:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none">● Be shown a recap of the vocabulary introduced in the unit.● Work through vocabulary recognition for all vocabulary for the unit.● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.● Practice writing skills, with particular focus on word order and recognition. <p>Unit 6.4 - Extension:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none">● Be shown a recap of the vocabulary introduced in the unit.● Answer comprehension questions on a range of (more complex) combined listening and reading texts.● Practice writing skills, with particular focus on word order and recognition.● Practice writing skills by translating simple sentences from English to Japanese.● Practice writing skills by answering a question about themselves in Japanese. <p>Unit 6.5 - Speaking:</p> <p>In this lesson, students will:</p>	<p>Getting Started with Japanese Unit 6 Assessment</p> <p>Unit 6.1: Classroom commands 1</p> <p>Unit 6.2: Classroom commands 2</p> <p>Unit 6.3: Practice</p> <p>Unit 6.4: Extension</p> <p>Unit 6.5: Speaking</p> <p>Unit 6.6: Authentic Task (Romaji)</p>
--	--

<ul style="list-style-type: none"> ● Practice pronunciation by saying words and comparing their pronunciation to a native speaker. ● Practice speaking skills by recording an answer in Japanese to a question about themselves. 	
<p>Unit 07: Family</p> <p>Unit 7.1 - My Family:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn the words for members of their own family in Japanese. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 7.2 - Someone else's family:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn the words for members of someone else's family in Japanese. ● Learn how to ask if someone about their family members. ● Learn how to say what family members they have. ● Learn how to say what family members they don't have. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 7.3 - Practice:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Work through vocabulary recognition for all vocabulary for the unit. ● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts. ● Practice writing skills, with particular focus on word order and recognition. <p>Unit 7.4 - Extension:</p> <p>In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Answer comprehension questions on a range of (more complex) combined 	<p>Unit 7.1: My family</p> <p>Unit 7.2: Someone else's family</p> <p>Unit 7.3: Practice</p> <p>Unit 7.4: Extension</p> <p>Unit 7.5: Speaking</p> <p>Unit 7.6: Authentic Task (Romaji)</p> <p>Getting Started with Japanese Unit 7 Assessment</p>

<p>listening and reading texts.</p> <ul style="list-style-type: none"> ● Practice writing skills, with particular focus on word order and recognition. ● Practice writing skills by translating simple sentences from English to Japanese. ● Practice writing skills by answering a question about themselves in Japanese. <p>Unit 7.5 - Speaking: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Practice pronunciation by saying words and comparing their pronunciation to a native speaker. ● Practice speaking skills by recording an answer in Japanese to a question about themselves. 	
<p>Unit 08: Animals</p> <p>Unit 8.1 - Pets: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn the words for common pets in Japanese. ● Learn how to ask if someone has pets. ● Learn how to say what pets they have. ● Learn how to say that they don't have any pets. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 8.2 - Other animals: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Learn the words for less common pets and other animals in Japanese. ● Work through vocabulary recognition exercises based on what they have learnt. <p>Unit 8.3 - Practice: In this lesson, students will:</p> <ul style="list-style-type: none"> ● Be shown a recap of the vocabulary introduced in the unit. ● Work through vocabulary recognition for all vocabulary for the unit. ● View simple combined listening/reading texts in video form and answer comprehension questions based on the texts. ● Practice writing skills, with particular focus on word order and recognition. 	<p>Unit 8.1: Pets Unit 8.2: Other animals Unit 8.3: Practice Unit 8.4: Extension Unit 8.5: Speaking Unit 8.6: Authentic Task (Romaji) Getting Started with Japanese Unit 8 Assessment</p>

Unit 8.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 8.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

Unit 09: Food**Unit 9.1 - Asking About Food:**

In this lesson, students will:

- Learn the words for common Western-style foods in Japanese.
- Learn how to ask what foods someone likes.
- Learn how to say what foods they like.
- Learn how to say what foods they don't like.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 9.2 - Japanese Foods:

In this lesson, students will:

- Learn the words for common Japanese-style food and drink in Japanese.
- Work through vocabulary recognition exercises based on what they have learnt.

[Unit 9.1: Asking about food](#)

[Unit 9.2: Japanese foods](#)

[Unit 9.3: Practice](#)

[Unit 9.4: Extension](#)

[Unit 9.5: Speaking](#)

[Unit 9.6: Authentic Task](#)

[Getting Started with Japanese Unit 9 Assessment](#)

Unit 9.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 9.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 9.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

Unit 10: Days of the Week and Weather**Unit 10.1 - Days Of The Week:**

In this lesson, students will:

- Learn the words for the days of the week in Japanese.
- Learn how to ask what day it is.
- Work through vocabulary recognition exercises based on what they have learnt.

[Unit 10.1: Days of the week](#)

[Unit 10.2: Weather](#)

[Unit 10.3: Practice](#)

[Unit 10.4: Extension](#)

[Unit 10.5: Speaking](#)

[Unit 10.6: Authentic Task](#)

[Getting Started with Japanese Unit 10 Assessment](#)

Unit 10.2 - Weather:

In this lesson, students will:

- Learn the words for different kinds of weather in Japanese.
- Learn to ask what the weather is like today.
- Learn to say what the weather is like.
- Work through vocabulary recognition exercises based on what they have learnt.

Unit 10.3 - Practice:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Work through vocabulary recognition for all vocabulary for the unit.
- View simple combined listening/reading texts in video form and answer comprehension questions based on the texts.
- Practice writing skills, with particular focus on word order and recognition.

Unit 10.4 - Extension:

In this lesson, students will:

- Be shown a recap of the vocabulary introduced in the unit.
- Answer comprehension questions on a range of (more complex) combined listening and reading texts.
- Practice writing skills, with particular focus on word order and recognition.
- Practice writing skills by translating simple sentences from English to Japanese.
- Practice writing skills by answering a question about themselves in Japanese.

Unit 10.5 - Speaking:

In this lesson, students will:

- Practice pronunciation by saying words and comparing their pronunciation to a native speaker.
- Practice speaking skills by recording an answer in Japanese to a question about themselves.

Beginner Japanese:

Novice Mid - Intermediate Low

[Unit 01: Greetings and Introductions](#)

[Unit 02: Family and Pets](#)

[Unit 03: The Classroom](#)

[Unit 04: Dates and Birthdays](#)

[Unit 05: Countries and Nationalities](#)

[Unit 06: Describing People](#)

[Unit 07: School Subjects](#)

[Unit 08: Leisure Activities](#)

[Unit 09: Describing Your Home](#)

[Unit 10: Talking About Meals](#)

[Script Practice](#)

EP Unit:	Lessons within each unit (linked with a hyperlink)	
<p>Unit 01: Greetings and Introductions</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> ● Use Japanese greetings appropriately. ● Introduce themselves in Japanese, and describe how they are feeling. ● Ask somebody what their name is and how they are feeling. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Introductions. ● Describing one's own feelings. ● Greetings - depending on the time of day. 	<p>Course material without Romaji</p>	<p>1. Introduction: Greetings and Introductions (Updated)</p> <p>2. Vocabulary Practice: Greetings and Introductions</p> <p>3. Listening Comprehension: Greetings and Introductions</p> <p>4. Reading Comprehension: Greetings and Introductions</p> <p>5. Writing: Greetings and Introductions</p> <p>6. Speaking: Greetings and Introductions</p> <p>7. Grammar: Greetings and Introductions</p> <p>Beginner U1 Authentic Task: Greetings and Introductions</p>
	<p>Course material with Romaji</p>	<p>1. Introduction: Greetings and Introductions (Romaji) (Updated)</p>

<ul style="list-style-type: none"> Asking how other people are, and asking for their names. Farewells. <p>Grammar points:</p> <ul style="list-style-type: none"> Formality in Japanese. <ul style="list-style-type: none"> Honorifics. How to ask questions in Japanese. Different ways of saying 'but', 'also', 'a bit' and 'very' in Japanese. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Politeness, formality and respect. <ul style="list-style-type: none"> Using formal language. Bowing. 		2. Vocabulary Practice: Greetings and Introductions (Romaji) 3. Listening Comprehension: Greetings and Introductions (Romaji) 4. Reading Comprehension: Greetings and Introductions (Romaji) 5. Writing: Greetings and Introductions (Romaji) 6. Speaking: Greetings and Introductions (Romaji) 7. Grammar: Greetings and Introductions (Romaji) Beginner U1 Authentic Task: Greetings and Introductions (Romaji)
	<p>Vocabulary lists</p>	Unit 01: Greetings and Introductions - Core Vocabulary Unit 01: Greetings and Introductions - Extra Vocabulary
	<p>Assessments</p>	Beginner Assessment Unit 1 (Auto Mark) Beginner Assessment Unit 1 (Speaking Assessment) Beginner Assessment Unit 1 (Teacher Mark)
<p>Unit 02: Family and Pets</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Say how many people are in their family, and list them. Say how many pets they have, and list them. Ask other people about their family and pets. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Talking about and listing family members and pets. Asking what family members or pets somebody else has. 	<p>Course Material without Romaji</p>	1. Introduction: Family and Pets (Updated) 2. Vocabulary Practice: Family and Pets 3. Listening Comprehension: Family and Pets 4. Reading Comprehension: Family and Pets 5. Writing: Family and Pets (Updated) 6. Speaking: Family and Pets 7. Grammar: Family and Pets Beginner U2 Authentic Task: Family and Pets
	<p>Course Material with Romaji</p>	1. Introduction: Family and Pets (Romaji) (Updated) 2. Vocabulary Practice: Family and Pets (Romaji) 3. Listening Comprehension: Family and Pets (Romaji) 4. Reading Comprehension: Family and Pets (Romaji)

<p>Grammar points:</p> <ul style="list-style-type: none"> • How to use 'and' in Japanese. • How to use possessive grammar to indicate ownership or relatedness. • Counters: people, small animals and large animals. • Asking 'how many' in Japanese. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Using words like aunty/uncle/grandma/grandpa for non-relatives based on age. • Traditional versus modern family life in Japan. • Culture surrounding pets in Japan. 		5. Writing: Family and Pets (Romaji) 6. Speaking: Family and Pets (Romaji) 7. Grammar: Family and Pets (Romaji) Beginner U2 Authentic Task: Family and Pets (Romaji)
	Vocabulary lists	Unit 02: Family and Pets - Core Vocabulary Unit 02: Family and Pets - Extra Vocabulary
	Assessments	Beginner Assessment Unit 2 (Auto Mark) Beginner Assessment Unit 2 (Speaking Assessment) Beginner Assessment Unit 2 (Teacher Mark)
<p>Unit 03: The Classroom</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Use some common classroom phrases. • Talk about common classroom items. • Make basic requests of a teacher. • Offer apologies. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Listing school-related items in a school-bag, pencil case, classroom, etc. • Stating the colour of objects. • Asking a teacher's permission to do something; understanding classroom commands. • Asking how to say or describe something in Japanese. • Apologising to teachers. • Asking to borrow items. 	Course Material without Romaji	1. Introduction: The Classroom (Updated) 2. Vocabulary Practice: The Classroom 3. Listening Comprehension: The Classroom 4. Reading Comprehension: The Classroom 5. Writing: The Classroom 6. Speaking: The Classroom 7. Grammar: The Classroom Beginner U3 Authentic Task: The Classroom
	Course Material with Romaji	1. Introduction: The Classroom (Romaji) (Updated) 2. Vocabulary Practice: The Classroom (Romaji) 3. Listening Comprehension: The Classroom (Romaji) 4. Reading Comprehension: The Classroom (Romaji) 5. Writing: The Classroom (Romaji) 6. Speaking: The Classroom (Romaji) 7. Grammar: The Classroom (Romaji) Beginner U3 Authentic Task: The Classroom (Romaji)

<ul style="list-style-type: none"> Asking about and declaring item quantities. <p>Grammar points:</p> <ul style="list-style-type: none"> Counters: general objects, thin/long objects, machines. Asking how to say a word in another language. Demonstrative prefixes, based on proximity to an object, person or thing. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Bowing to show respect to teachers, and how to address them. Sometimes things that are green are said to be blue in Japanese. 	<p>Vocabulary list</p> <hr/> <p>Assessments</p>	<p>Unit 03: The Classroom - Core Vocabulary Unit 03: The Classroom - Extra Vocabulary</p> <hr/> <p>Beginner Assessment Unit 3 (Auto Mark) Beginner Assessment Unit 3 (Speaking Assessment) Beginner Assessment Unit 3 (Teacher Mark)</p>
<p>Unit 04: Dates and Birthdays</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Say how old they are. Say when their birthday is. Say the date. Ask questions about birthdays, dates and ages. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Asking about and declaring somebody's age. Asking about and declaring somebody's birthday. Talking and asking about dates - getting to grips with the calendar in Japanese. Wishing someone a happy birthday. <p>Grammar points:</p>	<p>Course Material without Romaji</p>	<p>1. Introduction: Dates and Birthdays (Updated) 2. Vocabulary Practice: Dates and Birthdays 3. Listening Comprehension: Dates and Birthdays 4. Reading Comprehension: Dates and Birthdays 5. Writing: Dates and Birthdays 6. Speaking: Dates and Birthdays 7. Grammar: Dates and Birthdays Beginner U4 Authentic Task: Dates and Birthdays</p>

<ul style="list-style-type: none"> Asking how old someone is and expressing age. Number patterns for saying ages in Japanese. How to express months and dates using counters. Asking the date of someone's birthday and expressing the date of your own birthday. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Significant ages in childhood in Japan, and festivals/events associated with them. Seasons in Japan (including unofficial seasons); what they're called and when they are. Common festivals in Japan; what happens during them and the dates they take place. 		
	<p>Course Material with Romaji</p>	<p>1. Introduction: Dates and Birthdays (Romaji) (Updated) 2. Vocabulary Practice: Dates and Birthdays (Romaji) 3. Listening Comprehension: Dates and Birthdays (Romaji) 4. Reading Comprehension: Dates and Birthdays (Romaji) 5. Writing: Dates and Birthdays (Romaji) 6. Speaking: Dates and Birthdays (Romaji) 7. Grammar: Dates and Birthdays (Romaji) Beginner U4 Authentic Task: Dates and Birthdays (Romaji)</p>
	<p>Vocabulary lists</p>	<p>Unit 04: Dates and Birthdays - Core Vocabulary Unit 04: Dates and Birthdays - Extra Vocabulary</p>

	Assessments	Beginner Assessment Unit 4 (Auto Mark) Beginner Assessment Unit 4 (Speaking Assessment) Beginner Assessment Unit 4 (Teacher Mark)
<p>Unit 05: Countries and Nationalities Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Express their nationality. Talk about a country or countries they've lived in. Give opinions on living in different countries. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Asking where someone is from, and expressing one's own nationality. Stating where one lives, and asking about where somebody else lives. Asking whether and where others have travelled; supplying the same information. Asking what languages someone speaks; stating one's own language proficiencies. <p>Grammar points:</p> <ul style="list-style-type: none"> Grammatical format of naming languages and nationalities. Verb conjugations: affirmative, negative, past affirmative, and past negative forms. How to construct sentences and questions about where someone is from. How to use the ㇏ particle to indicate and enquire about different locations. <p>Cultural focus in this unit:</p>	<p>Course Materials without Romaj</p>	1. Introduction: Countries and Nationalities (Updated) 2. Vocabulary Practice: Countries and Nationalities 3. Listening Comprehension: Countries and Nationalities 4. Reading Comprehension: Countries and Nationalities 5. Writing: Countries and Nationalities 6. Speaking: Countries and Nationalities 7. Grammar: Countries and Nationalities Beginner U5 Authentic Task: Countries and Nationalities
	<p>Course Material with Romaji</p>	1. Introduction: Countries and Nationalities (Romaji) (Updated) 2. Vocabulary Practice: Countries and Nationalities (Romaji) 3. Listening Comprehension: Countries and Nationalities (Romaji) 4. Reading Comprehension: Countries and Nationalities (Romaji) 5. Writing: Countries and Nationalities (Romaji) 6. Speaking: Countries and Nationalities (Romaji) 7. Grammar: Countries and Nationalities (Romaji) Beginner U5 Authentic Task: Countries and Nationalities (Romaji)
	<p>Vocabulary list</p>	Unit 05: Countries and Nationalities - Core Vocabulary Unit 05: Countries and Nationalities - Extra Vocabulary

<ul style="list-style-type: none"> • The prefectures and main islands of Japan, as well as their populations and major cities. • The regions of <i>Honshuu</i> (Japan's main island). • Nature and landmarks in Japan. • Japan's history with other countries. 	<p>Assessments</p>	<p>Beginner Assessment Unit 5 (Auto Mark) Beginner Assessment Unit 5 (Speaking Assessment) Beginner Assessment Unit 5 (Teacher Mark)</p>
<p>Unit 06: Describing People Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Describe themselves and others, including but not limited to hair and eye colour. • Ask about another person's characteristics and appearance. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Hair and eye colour • Height, intelligence, body shape and size, etc. • Talking about somebody's skillset(s) and general demeanour. <p>Grammar points:</p> <ul style="list-style-type: none"> • Sentence structure when describing people. <ul style="list-style-type: none"> ○ Adjective only. ○ Adjective + noun. ○ Person + body part + adjective. • Sentence structure used when expressing opinions. • Using two or more adjectives in a sentence. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Modesty, humility and praise in Japan. 	<p>Course Material without Romaji</p>	<p>1. Introduction: Describing People (Updated) 2. Vocabulary Practice: Describing People 3. Listening Comprehension: Describing People 4. Reading Comprehension: Describing People 5. Writing: Describing People 6. Speaking: Describing People 7. Grammar: Describing People 8. Authentic Task: Describing People</p>
	<p>Course Material with Romaji</p>	<p>1. Introduction: Describing People (Romaji) (Updated) 2. Vocabulary Practice: Describing People (Romaji) 3. Listening Comprehension: Describing People (Romaji) 4. Reading Comprehension: Describing People (Romaji) 5. Writing: Describing People (Romaji) 6. Speaking: Describing People (Romaji) 7. Grammar: Describing People (Romaji) 8. Authentic Task: Describing People (Romaji)</p>
	<p>Vocabulary lists</p>	<p>Unit 06: Describing Myself - Core Vocabulary Unit 06: Describing Myself - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Beginner Assessment Unit 6 (Auto Mark) Beginner Assessment Unit 6 (Speaking Assessment) Beginner Assessment Unit 6 (Teacher Mark)</p>

<ul style="list-style-type: none"> • Differences in acceptable phrases between English and Japanese. • <i>Kawaii</i> culture in Japan. • Blood types and personality in Japan. 		
<p>Unit 07: School Subjects Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • List the school subjects they study, and say which they like and dislike. • Talk about their teacher(s) and give basic descriptions/opinions of them. • Say whether they're good or bad at certain subjects. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Asking about and stating subjects studied. • Asking about and stating skill levels and general opinions of subjects studied. <p>Grammar points:</p> <ul style="list-style-type: none"> • Sentence structure: subjects studied, and which subject is being studied at the moment. • Sentence structure: expressing whether you like or dislike certain subjects. • Sentence structure: expressing proficiency level for certain subjects. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Japanese schooling system, and typical student life. • Keeping the classroom clean, in order to become a responsible member of society. 	<p>Course Material without Romaji</p>	<p>1. Introduction: School Subjects (Updated) 2. Vocabulary Practice: School Subjects 3. Listening Comprehension: School Subjects 4. Reading Comprehension: School Subjects 5. Writing: School Subjects 6. Speaking: School Subjects 7. Grammar: School Subjects 8. Authentic Task: School Subjects</p>
	<p>Course Material with Romaji</p>	<p>1. Introduction: School Subjects (Romaji) (Updated) 2. Vocabulary Practice: School Subjects (Romaji) 3. Listening Comprehension: School Subjects (Romaji) 4. Reading Comprehension: School Subjects (Romaji) 5. Writing: School Subjects (Romaji) 6. Speaking: School Subjects (Romaji) 7. Grammar: School Subjects (Romaji) 8. Authentic Task: School Subjects (Romaji)</p>
	<p>Vocabulary lists</p>	<p>Unit 07: School Subjects - Core Vocabulary Unit 07: School Subjects - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Beginner Assessment Unit 7 (Auto Mark) Beginner Assessment Unit 7 (Speaking Assessment) Beginner Assessment Unit 7 (Teacher Mark)</p>

<p>Unit 08: Leisure Activities Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> • Talk about the activities they like and dislike. • List the activities they do, and explain when they do them. • Ask questions about people’s daily routine. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • After school activities. • Explaining and asking about future plans. • Making plans and inviting others to take part. <p>Grammar points:</p> <ul style="list-style-type: none"> • Sentence structure: inviting someone to do an activity. • Sentence structure: suggesting an activity using “let’s” and “shall we?” • Talking about the time. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Traditional Japanese leisure activities. <ul style="list-style-type: none"> o <i>Kabuki</i> and <i>Noh</i> -- theatre and drama. o <i>Shodo</i> -- calligraphy. o <i>Sado</i> -- tea ceremony. o <i>Karaoke</i> and <i>Purikura</i> -- singing and photo booth culture. o <i>Sumo</i> wrestling, game centres and amusement parks. 	<p>Course Material without Romaji</p>	<p>1. Introduction: Leisure Activities (Updated) 2. Vocabulary Practice: Leisure Activities 3. Listening Comprehension: Leisure Activities 4. Reading Comprehension: Leisure Activities 5. Writing: Leisure Activities 6. Speaking: Leisure Activities 7. Grammar: Leisure Activities 8. Authentic Task: Leisure Activities</p>
	<p>Course Material with Romaji</p>	<p>1. Introduction: Leisure Activities (Romaji) (Updated) 2. Vocabulary Practice: Leisure Activities (Romaji) 3. Listening Comprehension: Leisure Activities (Romaji) 4. Reading Comprehension: Leisure Activities (Romaji) 5. Writing: Leisure Activities (Romaji) 6. Speaking: Leisure Activities 7. Grammar: Leisure Activities (Romaji) 8. Authentic Task: Leisure Activities (Romaji)</p>
	<p>Vocabulary lists</p>	<p>Unit 08: Leisure Activities - Core Vocabulary Unit 08: Leisure Activities - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Beginner Assessment Unit 8 (Auto Mark) Beginner Assessment Unit 8 (Speaking Assessment) Beginner Assessment Unit 8 (Teacher Mark)</p>

<p>Unit 09: Describing Your Home</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Describe their house, list its rooms, and explain the contents therein. Explain whereabouts their house is located. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Houses with multiple floors/levels, and living in buildings with several storeys. Describing what's close to one's accommodation; beaches, attractions, etc. Different kinds of accommodation -- houses, apartments, etc. Floor-plans and furniture. <p>Grammar points:</p> <ul style="list-style-type: none"> How to count the order of general objects (first, second, third, etc). How to say you will talk "about" something. Demonstrative prefixes depending on the proximity to the speaker/listener. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Traditional Japanese houses, contrasted with western houses and gardens. <i>Genkan</i> (the entrance foyer). 	<p>Course Material without Romaji</p>	<p>1. Introduction: Describing Your Home (Updated)</p> <p>2. Vocabulary Practice: Describing Your Home</p> <p>3. Listening Comprehension: Describing Your Home</p> <p>4. Reading Comprehension: Describing Your Home</p> <p>5. Writing: Describing Your Home</p> <p>6. Speaking: Describing Your Home</p> <p>7. Grammar: Describing Your Home</p> <p>8. Authentic Task: Describing Your Home</p>
	<p>Course Material with Romaji</p>	<p>1. Introduction: Describing Your Home (Romaji) (Updated)</p> <p>2. Vocabulary Practice: Describing Your Home (Romaji)</p> <p>3. Listening Comprehension: Describing Your Home (Romaji)</p> <p>4. Reading Comprehension: Describing Your Home (Romaji)</p> <p>5. Writing: Describing Your Home (Romaji)</p> <p>6. Speaking: Describing Your Home</p> <p>7. Grammar: Describing Your Home (Romaji)</p> <p>8. Authentic Task: Describing Your Home (Romaji)</p>
	<p>Vocabulary lists</p>	<p>Unit 09: Describing Your Home - Core Vocabulary</p> <p>Unit 09: Describing Your Home - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Beginner Assessment Unit 9 (Auto Mark)</p> <p>Beginner Assessment Unit 9 (Speaking Assessment)</p> <p>Beginner Assessment Unit 9 (Teacher Mark)</p>
<p>Unit 10: Talking About Meals</p> <p>Learning outcomes for this unit:</p>	<p>Course Material without Romaji</p>	<p>1. Introduction: Talking About Meals (Updated)</p> <p>2. Vocabulary Practice: Talking About Meals</p> <p>3. Listening Comprehension: Talking About Meals</p> <p>4. Reading Comprehension: Talking About Meals</p>

<p>By the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> Name basic food items. Explain the different kinds of foods that they eat, and which ones they like or dislike. 		<p>5. Writing: Talking About Meals 6. Speaking: Talking About Meals 7. Grammar: Talking About Meals 8. Authentic Task: Talking about Meals</p>
<p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Food and beverages at different mealtimes. <p>Grammar points:</p> <ul style="list-style-type: none"> Sentence structure: expressing likes and dislikes. Verb tenses: affirmative (non-past, past) and negative (non-past, past). Nuances for expressing time; from -- until -- duration. Expressing preferences within a specific category, i.e. "my favourite __ is __". 	<p>Course Material with Romaji</p>	<p>1. Introduction: Talking About Meals (Romaji) (Updated) 2. Vocabulary Practice: Talking About Meals (Romaji) 3. Listening Comprehension: Talking About Meals (Romaji) 4. Reading Comprehension: Talking About Meals (Romaji) 5. Writing: Talking About Meals (Romaji) 6. Speaking: Talking About Meals 7. Grammar: Talking About Meals (Romaji) 8. Authentic Task: Talking about Meals (Romaji)</p>
<p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Japanese food culture – appreciative phrases when receiving meals. Traditional Japanese foods <ul style="list-style-type: none"> <i>Donburi.</i> <i>Agemono</i> (deep fried food). <i>Yakimono</i> (grilled/pan-fried). <i>Sushi.</i> <i>Men</i> (noodle dishes). 	<p>Vocabulary lists</p>	<p>Unit 10: Talking About Meals - Core Vocabulary Unit 10: Talking About Meals - Extra Vocabulary</p>
	<p>Assessments</p>	<p>Beginner Assessment Unit 10 (Auto Mark) Beginner Assessment Unit 10 (Speaking Assessment) Beginner Assessment Unit 10 (Teacher Mark)</p>