



NSW Japanese EP Curriculum Map

Implementation in 2024

Stage 5

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 New South Wales (NSW) curriculum version 9.

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 ensuring 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 (NSW) Modern Languages K-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: ML5-INT-01

Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

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 UNITS
Exchanging and negotiating meaning to interact in the target language	Socialise with peers to build and maintain relationships	<p>Beginner - "Exchange information about themselves". (NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 02: Ordering in a Restaurant" • Application: In this unit, students learn to use common phrases when arriving at a restaurant and ordering food. This can be a context for students to exchange information about themselves, such as their food preferences or dietary restrictions. <p>Intermediate - "Give and respond to compliments and congratulations".(NESA)</p> <ul style="list-style-type: none"> • Unit: "Unit 06: Parties and Leisure Time" • Application: This unit provides an excellent opportunity for students to practise giving and responding to compliments and congratulations. For instance, students can practise congratulating each other on their birthdays or other celebrations. They can also compliment each other on the presents they give or receive. <p>Advanced - "Express sympathy or regret, and make amends". (NESA)</p>	<p>Intermediate Course</p> <ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange

		<ul style="list-style-type: none"> ● Unit: "Unit 08: At the Doctor's" ● Application: In this unit, students learn to describe common ailments and injuries, understand a medical professional's treatment recommendations, and ask questions about medical treatment. This can provide a context for expressing sympathy or regret. For example, a student could express sympathy for a classmate who is feeling unwell or regretting an action that led to an injury. ● Remember, the key to aligning these units with the curriculum standards is to encourage students to use the language and concepts they are learning in real-life contexts. This will help them to internalise the language and become more fluent. Teachers can facilitate this by creating scenarios or role-plays that require students to use the language in ways that align with the curriculum standards. ● The inclusion of authentic tasks in each unit that require students to interact in spoken or written language further supports the alignment with the curriculum. With Intermediate-level units focusing on students' personal worlds and intermediate units addressing both their own and others' personal worlds, Education Perfect is well-equipped to help students exchange information about themselves, give and respond to compliments and congratulations, and express sympathy or regret, as required by the curriculum. 	
	<p>Make arrangements with peers</p>	<p>To assist students in making arrangements with their peers in the target language, EP offers a range of features that can be tailored to different proficiency levels. These features are supported by the platform's comprehensive resources, which enable students to learn and practise essential language skills for making arrangements.</p> <p><u>Examples and suggested units</u> Beginner - "Request and grant permission for an event" (NESA)</p> <ul style="list-style-type: none"> ● Unit 01: Fashion and Style 	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays

		<ul style="list-style-type: none"> ○ Grammar Points: "Asking for permission using ~てもいいですか?" ○ Listening and Reading Comprehension: Shopping scenarios inherently involve interactions that require requesting and granting permissions, such as asking to try on clothes. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Learning Outcomes: Booking tickets and hotel rooms inherently involve permissions. ● Unit 06: Parties and Leisure Time <ul style="list-style-type: none"> ○ Listening and Reading Comprehension: Discussing plans for special occasions requires both requesting and granting permission to attend or host events. <p>Intermediate - "Give and respond to invitations" (NESA)</p> <ul style="list-style-type: none"> ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ Alignment: This unit is directly aligned with the content descriptor. Students learn how to "Give and ask for directions," thus facilitating interaction and exchange of meaning in real-world situations. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Alignment: The unit goes beyond basic interactions to making arrangements like "Booking tickets" and "Booking hotel rooms," thereby perfectly aligning with the content descriptor. ● Unit 06: Parties and Leisure Time <ul style="list-style-type: none"> ○ Alignment: This unit is highly relevant. "Talk and ask about special occasions and parties" directly falls under "Give and respond to invitations," helping students to engage in more complex social interactions in the target language. ● Unit 09: Teenage Life <ul style="list-style-type: none"> ○ Alignment: "Making plans with friends over the weekend" is a practical application of the descriptor "Make arrangements with peers." ● Unit 10: Going on an Exchange 	<ul style="list-style-type: none"> ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange
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		<ul style="list-style-type: none"> ○ Alignment: “Discussing plans to go on exchange” involves making arrangements, which directly aligns with the content descriptor. <p>Advanced - “Establish and negotiate guidelines for the completion of actions” (NESA)</p> <ul style="list-style-type: none"> ● Unit 7: Daily Routine can be used to meet this content descriptor. In this unit, students learn how to talk about one's own daily routine and ask about somebody else's daily routine. This can be used to practise establishing and negotiating guidelines for the completion of actions. For example, a student could practise establishing a routine for completing homework and negotiate changes to this routine with their parents or teachers. ● Unit 01: Fashion and Style: Students learn to negotiate meaning while shopping, asking about prices, and describing clothing. This aligns well with the descriptor as students will need to establish guidelines for actions like buying clothes <p>In each of these examples, students can use the content in the units to apply the content descriptor. Teachers can guide students in using the language and structures learned in each unit to practise the skills outlined in the standard. The interactive and adaptive learning resources provided by Education Perfect can be personalised to meet the needs of each individual student, making it an effective tool for teaching these standards.</p>	
	<p>Understand and reciprocate detailed information about their own and others’ personal worlds</p>	<p>For beginners, the content descriptor focuses on asking for and providing detailed information on topics of personal significance such as friends and lifestyles (NESA). In Education Perfect, this can be achieved through</p> <ul style="list-style-type: none"> ● Unit 01: Fashion and Style <ul style="list-style-type: none"> ○ Personal Significance: Students can discuss their own clothing preferences and styles, thereby engaging in topics of personal significance. ● Unit 02: Ordering in a Restaurant 	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time

		<ul style="list-style-type: none"> ○ Exchanging Information: Asking for menu recommendations or discussing meal preferences can be both practical and personal. ● Unit 03: Weather <ul style="list-style-type: none"> ○ Negotiating Meaning: Exchanging weather forecasts and comparing different climates can lead to rich conversations where clarifications might be necessary. ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ Personal Significance: Giving directions to places of interest or where they live allows students to incorporate personal information into the dialogue. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Exchanging Information: Planning a trip or talking about past holidays includes exchanging detailed, often personalised, information. ● Unit 06: Parties and Leisure Time <ul style="list-style-type: none"> ○ Personal Significance: Discussing how one celebrates birthdays or enjoys free time allows students to share personal lifestyle details. ● Unit 07: Daily Routine <ul style="list-style-type: none"> ○ Personal Significance and Exchanging Information: Daily routines are inherently personal, and discussing them allows for the exchange of detailed information. ● Unit 08: At the Doctor's <ul style="list-style-type: none"> ○ Negotiating Meaning: Discussing health concerns requires clarity and specificity, often needing negotiation to arrive at a mutual understanding. ● Unit 09: Teenage Life <ul style="list-style-type: none"> ○ Personal Significance: Conversations about school life, subjects, and future plans are highly personal to students. ● Unit 10: Going on an Exchange <ul style="list-style-type: none"> ○ Personal Significance and Exchanging Information: Planning for an exchange program will involve sharing personal details, such as why one chose a particular country or host family. 	<ul style="list-style-type: none"> ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange
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For intermediate learners, the content descriptor aims to convey facts about events in different time frames such as the past, present, or future (NESA). This can be achieved through units like

- **Fashion and Style:** This unit provides students the ability to describe themselves and ask others about their fashion choices, directly adhering to exchanging information about their own and others' personal worlds.
- **Ordering in a Restaurant:** Sharing information about meals and preferences is essential to one's personal world. This unit arms students with the language to discuss this in depth.
- **Weather:** Weather often acts as an icebreaker in conversations and is a universal topic. This unit will help students in exchanging basic yet detailed information about their current environment.
- **Places and Directions:** Knowing how to discuss your surroundings is crucial. This unit addresses how to give and get details about various places, allowing for deeper interaction and understanding.
- **Holidays:** Discussing holidays often involves talking about future plans and past experiences, fitting perfectly with the NESA focus on discussing events in various time frames.
- **Parties and Leisure Time:** Leisure activities are part of one's personal world. This unit prepares students to discuss what they enjoy doing in their free time.
- **Daily Routine:** What one does on a daily basis is integral to understanding their personal world. This unit equips students with the vocabulary and grammatical structures to discuss their daily lives.
- **At the Doctor's:** Health is deeply personal. This unit will help students to discuss personal health issues, therefore sharing detailed information about their own personal worlds.
- **Teenage Life:** This unit taps into the immediate concerns of students, helping them talk about their academic life, career plans, and hobbies.
- **Going on an Exchange:** Planning for an exchange program involves discussing many personal details like homestay conditions, length of stay, and reasons for going.

		<p>For advanced learners, the content descriptor aims to convey detailed information on a specific topic of interest.(NESA)</p> <ul style="list-style-type: none"> ● Unit 01: Fashion and Style <ul style="list-style-type: none"> ○ Content Descriptor: Conveys detailed information on traditional and modern Japanese fashion. ○ Alignment: Students learn phrases and kanji to discuss fashion in detail, thus fulfilling the "exchanging and negotiating meaning" criteria. ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Content Descriptor: Gives students a deep understanding of food culture and the language of ordering in Japan. ○ Alignment: Students practice restaurant phrases, allowing them to interact and exchange information about food and meals. ● Unit 03: Weather <ul style="list-style-type: none"> ○ Content Descriptor: Provides intricate details on Japan's weather and cultural significance. ○ Alignment: The language for discussing weather allows students to engage in meaningful conversations about climate and seasons. ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ Content Descriptor: Focuses on geographic features and navigational language in Japan. ○ Alignment: Describing places and asking for directions are essential skills for negotiating meaning in real-world interactions. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Content Descriptor: Details planning and experiencing holidays in Japan. ○ Alignment: Booking tickets and discussing travel plans are complex interactions that require detail-oriented language skills. ● Unit 06: Parties and Leisure Time <ul style="list-style-type: none"> ○ Content Descriptor: Discusses social norms and language used in parties and leisure activities. ○ Alignment: Discussing activities and special occasions enables students to exchange meaningful information in social settings. 	
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	<p>Express and compare emotions and personal preferences</p>	<p>Beginner - "Convey feelings about favourite people, places or things". (NESA)</p> <ul style="list-style-type: none"> ● Unit 01: Fashion and Style: Students can use the vocabulary and grammar points learned in this unit to express feelings about their favourite pieces of clothing and describe what people are wearing. ● Unit 05 Holidays: Students can use the vocabulary and grammar points learned in this unit to discuss holiday plans and express feelings about their favourite destinations or activities. ● Unit 6: Parties and leisure times: This unit allows students to talk about their favourite activities and make plans to participate in them. <p>Intermediate - "Share and explain feelings of happiness, pain, or surprise." (NESA)</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's



		<p>which falls under the beginner level of asking for and following instructions.</p> <ul style="list-style-type: none"> ● Unit 04: Places and Directions: Students will learn to ask for and give directions, which aligns with the beginner aspect of giving and following a sequence of instructions. <p>Intermediate:</p> <ul style="list-style-type: none"> ● Unit 08: At the Doctor's : Students will learn to understand a medical professional's treatment recommendations and ask questions about medical treatment, which falls under asking for and responding to advice. ● Unit 6: Parties and Leisure Times: In this unit, students can ask someone to join in an activity and talk about favourite activities, which involves explaining choices and asking for advice. ● Unit 05 Holidays: Students will learn how to book a hotel and/or train ticket and complain about problems in a hotel. This aligns with the intermediate level of explaining choices and responding to advice. <p>Advanced:</p> <ul style="list-style-type: none"> ● Unit 08 At the Doctor's: This unit also includes giving suggestions for a healthy lifestyle which can involve persuading someone to change their point of view on health practices. ● Unit 05: Holidays: Booking tickets and hotel rooms involves making requests. Discussing holiday plans entails asking questions and explaining actions. ● Unit 06: Parties and Leisure Time: Students learn to talk and ask about special occasions and activities, fitting well with asking questions and explaining actions. ● Unit 07: Daily Routine: This unit includes asking questions about and explaining one's daily routines, aligning with the descriptor. 	<ul style="list-style-type: none"> ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange
	<p>Discuss and justify opinions, ideas and perspectives</p>	<p>Beginner - "Ask about and express a point of view" (NESA).</p> <ul style="list-style-type: none"> ● In Unit 01: Fashion and Style, students learn to ask for a piece of clothing at a store and give an opinion about a piece of clothing. This helps beginners to ask about and express their views on clothing items, enabling them to participate in basic discussions. <p>Intermediate - "Share and justify satisfaction and dissatisfaction". (NESA)</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions

		<ul style="list-style-type: none"> • In Unit 05 Going on Holiday, students learn how to discuss holiday plans, book a hotel, and even complain about problems in a hotel. This aligns with the intermediate level as they need to share and justify their satisfaction or dissatisfaction with the hotel services. Another example is in Unit 09: Teenage Life which can be used to encourages students to discuss and justify academic and career choices, sharing whether they are satisfied with the current educational system. <p>Advanced - “Explain and clarify a personal stance on a specific issue”. (NESA)</p> <ul style="list-style-type: none"> • In Unit 09: At the Doctor’s, students learn to describe common ailments and injuries, understand a medical professional’s treatment recommendations, ask questions about medical treatment, and give suggestions for a healthy lifestyle. This allows them to explain and clarify their personal stance on health-related issues, and give advice or suggestions, reflecting a more advanced level of discussion. 	<ul style="list-style-type: none"> • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor’s • Unit 09: Teenage Life • Unit 10: Going on an Exchange
	<p>Use and adapt a range of communication strategies to facilitate and sustain interactions in a range of contexts</p>	<p>Beginner:</p> <ul style="list-style-type: none"> • In Unit 01: Fashion and Style, learners will communicate and answer basic questions in a shopping context. This aligns with the beginner level, where students learn to ask for clarification or confirmation as they will ask about and request items in a shop. • Unit 05: Holidays covers booking a hotel and train ticket, as well as complaining about problems in a hotel. Here, students may ask for clarification regarding booking procedures or confirmation of reservations. <p>Intermediate:</p> <ul style="list-style-type: none"> • In Unit 01: Fashion and Style, learners learn to describe what people are wearing and to ask for a piece of clothing at a store. They also give opinions about clothing. This can involve managing turn-taking as they interact with store employees and other shoppers. • Unit 06: Parties and Leisure Time covers inviting someone to a party and asking for details about someone else’s party, which 	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor’s • Unit 09: Teenage Life • Unit 10: Going on an Exchange



		<p>involves managing turn-taking in a group setting as they talk about party plans and details.</p> <p>Advanced:</p> <ul style="list-style-type: none">● Unit 04: Places and Directions helps learners describe towns and ask for and give directions. An advanced student can offer to explain or clarify directions to restore communication if there is confusion.● Unit 09: At the Doctor's focuses on naming and listing basic body parts, describing common ailments, understanding a medical professional's treatment recommendations, and asking questions about medical treatment. Advanced learners can offer to explain or clarify medical terms and treatment recommendations to facilitate communication in the context of healthcare.	
<p>Applying knowledge of language systems to interact in the target language</p>	<p>Use a wide range of features of the sound system in spoken interactions</p>	<ul style="list-style-type: none">● Interactive Listening Tasks These tasks allow students to listen to native speakers and practice understanding spoken language. This helps students to understand the nuances of pronunciation, intonation, and rhythm in the target language.● Pronunciation Practice Education Perfect provides pronunciation practice activities where students can listen to and repeat words or phrases. This helps students to improve their pronunciation and accent.● Voice Recording Students can record their own voice and compare it with the native speaker's pronunciation. This feature allows students to self-assess and improve their spoken language skills.● Instant Feedback The platform provides instant feedback on students' pronunciation and intonation, helping them to correct and improve their spoken language skills.● Vocabulary Building The platform provides a wide range of vocabulary exercises that help students to expand their vocabulary. This, in turn, helps students to express themselves more effectively in spoken interactions.● Grammar Lessons Education Perfect provides grammar lessons that help students understand the language's structure. This understanding helps students to use the language more effectively in spoken interactions.	<p>All Intermediate Listening, speaking and grammar lessons</p> <ul style="list-style-type: none">● Unit 01: Fashion and Style● Unit 02: Ordering in a Restaurant● Unit 03: Weather● Unit 04: Places and Directions● Unit 05: Holidays● Unit 06: Parties and Leisure Time● Unit 07: Daily Routine● Unit 08: At the Doctor's● Unit 09: Teenage Life● Unit 10: Going on an Exchange



		<ul style="list-style-type: none"> ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Addresses themes of relationships and personal expression by exploring booking tickets, hotel stays, and polite apologies. ○ Students learn to adjust their vocabulary for different contexts such as family holidays, tourist activities, and formal interactions like booking and apologising. ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ The unit allows students to adapt their vocabulary to interact in social settings like restaurants, focusing on communication about meals, and asking for the bill. ○ It also touches on cultural norms around eating together and going out after work, providing further depth in relationship building and communication skills. <p>Advanced Level - themes such as well-being, milestones, and legacy (NESA)</p> <ul style="list-style-type: none"> ● Unit 06: Parties and Leisure Time: This unit allows students to discuss special occasions, milestones, and common leisure activities, thus fulfilling the 'milestones' component of the NESA standard. ● Unit 08: At the Doctor's: With its focus on health and well-being, this unit clearly aligns with the 'well-being' part of the NESA standard. Students learn vocabulary to describe problems related to illness or injury and understand health advice, which is directly related to well-being. 	
	<p>Control and manipulate a range of structures and features of the grammatical system to interact</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style <ul style="list-style-type: none"> ○ This unit allows students to control and manipulate grammatical structures like te-form verbs to actively engage in shopping scenarios. Phrases for describing and asking about clothing are taught, which ensures interaction. ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Students learn to articulate their desires and preferences in a restaurant setting, which is inherently interactive. They also manipulate negative adjectives and the concept of tense, key components of the grammatical system. 	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time

		<ul style="list-style-type: none"> ● Unit 03: Weather <ul style="list-style-type: none"> ○ Students learn to compare, describe, and talk about weather. The unit employs phrases and constructs like "-によると" and "-そうです," helping learners articulate complex sentences. ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ This unit is especially relevant, teaching students to give and ask for directions using various grammatical forms like ~てください and A から B まで. This directly aligns with the need to control grammatical structures to interact. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Planning and discussing holidays require a higher level of grammatical understanding. The use of forms like ~つもりです enables planning and intentionality in speech. ● Unit 06: Parties and Leisure Time <ul style="list-style-type: none"> ○ Interaction is at the core of this unit, from discussing plans to giving and receiving. Multiple activities are listed using ~たり, showcasing grammatical manipulation for interaction. ● Unit 07: Daily Routine <ul style="list-style-type: none"> ○ Talking about daily routines often involves making time-bound statements. The unit focuses on expressing daily activities using adverbs and constructs like "A から B," which falls in line with the NESAs standard. ● Unit 08: At the Doctor's <ul style="list-style-type: none"> ○ This unit focuses on healthcare, a domain where correct grammatical usage is vital for precise communication. Offering advice using ~たらいい or ~ほうがいい helps in an interactive healthcare setting. ● Unit 09: Teenage Life <ul style="list-style-type: none"> ○ Discussing school life, future plans, and part-time jobs require a deep understanding of grammar. This unit empowers students to talk about long-term plans, adding depth to their interactive capabilities. ● Unit 10: Going on an Exchange <ul style="list-style-type: none"> ○ Talking about necessary preparations for travel incorporates complex time-related vocabulary and expressions like まだ and もう, thereby fulfilling the NESAs 	<ul style="list-style-type: none"> ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange
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		<p>standards of manipulating a range of grammatical structures for effective interaction.</p>	
<p>Applying knowledge of the target language culture(s) to interact</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to interact</p>	<p>Beginner Level - “Use polite forms and show awareness of politeness conventions.”(NESA)</p> <ul style="list-style-type: none"> ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Cultural Focus: Pays special attention to Japanese utensils and chopstick etiquette. ○ Grammar Points: Teaches how to make negative adjectives and polite expressions for asking for the bill. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ Learning Outcomes: Understand polite apologies, which aligns well with showing awareness of politeness conventions. ○ Cultural Focus: Addresses Japanese holidays, a cultural touchpoint. ● Unit 08: At the Doctor's <ul style="list-style-type: none"> ○ Listening and Reading Comprehension Topics: Giving health advice in a culturally appropriate manner and discussing the healthcare system in Japan. ○ Grammar Points: Offers advice/suggestions using ～たらいい or ～ほうがいい, which shows polite forms. ● Unit 10: Going on an Exchange <ul style="list-style-type: none"> ○ Cultural Focus: Covers Japanese households and the etiquette of gift-giving/souvenirs (おみやげ), critical in Japan. ○ Listening and Reading Comprehension Topics: Discusses the nuances of engaging with host families, requiring an understanding of politeness conventions. <p>Intermediate Level - “Use appropriate language for avoiding and managing misunderstandings in interactions.”(NESA)</p> <ul style="list-style-type: none"> ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ Cultural focus: Japanese utensils, chopstick etiquette, and paying for meals in Japanese culture can provide students 	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange

		<p>with insights into avoiding misunderstandings in dining situations in Japan.</p> <ul style="list-style-type: none"> ● Unit 04: Places and Directions <ul style="list-style-type: none"> ○ Cultural focus: Understanding the etiquette and norms related to shops, specialty stores, franchises, and historical buildings can aid students in using language that is culturally sensitive when asking for directions or discussing places. ● Unit 08: At the Doctor's <ul style="list-style-type: none"> ○ Cultural focus: This unit can equip students to manage misunderstandings effectively when dealing with health issues, especially considering the unique features of the healthcare system in Japan. <p>Advanced Level - "Adjust register of language to convey meaning in unfamiliar situations".(NESA)</p> <ul style="list-style-type: none"> ● Unit 02: Ordering in a Restaurant <ul style="list-style-type: none"> ○ The unit covers restaurant etiquette and how to pay for meals, which is crucial for adapting language according to cultural practices in Japan. Learning phrases for different situations in a restaurant will allow students to adjust their language register in unfamiliar dining situations. ● Unit 05: Holidays <ul style="list-style-type: none"> ○ This unit focuses on polite language for booking tickets and hotel rooms. Given that travel often involves unfamiliar situations, mastering the nuances of polite language is crucial for adapting one's language register. ● Unit 08: At the Doctor's <ul style="list-style-type: none"> ○ Learning how to describe illnesses and understand health advice requires students to adapt their language register to unfamiliar, potentially stressful situations. ● Unit 10: Going on an Exchange <ul style="list-style-type: none"> ○ This unit incorporates elements of travel necessities, including visas and homestays. The ability to navigate these topics will require students to adjust their language register to suit the requirements of each new setting. 	
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Understanding Texts

(Listening, Speaking, Reading, Writing)

Outcomes: ML5-UND-01

Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

Sub strand	Content descriptor	How can EP support this?	EP Units
Understanding and responding to spoken, written and multimodal target language texts	Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes	<p>Each unit in EP includes a variety of lessons and activities, such as listening comprehension, reading comprehension, writing, speaking, and authentic tasks. These activities are designed to help students practise and improve their language skills in a real-world context. Additionally, each unit includes a vocabulary list and grammar lessons to help students understand and use the language effectively.</p> <p>Beginner Level - (NESA example: a recording to explain a change of plans):</p> <ul style="list-style-type: none">Unit 01: Fashion and Style - Students will engage with dialogues or recordings about clothing, which aligns with the NESA example of listening to a change in plans. Descriptions of traditional and modern Japanese fashion would resonate as familiar themes.Unit 02: Ordering in a Restaurant - Students will listen and read texts around food and ordering, which are everyday scenarios, tapping into the requirement to deal with familiar themes.Unit 03: Weather - Information and opinions about weather would be delivered in predictable formats	<p>All the Listening and Reading Lessons in the units. All Intermediate Video Lessons</p> <ul style="list-style-type: none">Unit 01: Fashion and StyleUnit 02: Ordering in a RestaurantUnit 03: WeatherUnit 04: Places and DirectionsUnit 05: HolidaysUnit 06: Parties and Leisure TimeUnit 07: Daily RoutineUnit 08: At the Doctor'sUnit 09: Teenage LifeUnit 10: Going on an Exchange <p>Video Lessons</p>

		<p>like forecasts or comparisons, well-aligned with the standard's focus on listening and reading.</p> <ul style="list-style-type: none">● Unit 04: Places and Directions - Asking for and giving directions are daily activities, much like a change of plans. Listening to recordings on this would fulfil the listening standard.● Unit 05: Holidays - Holiday bookings and activities are familiar and recurrent themes, and they can be presented in a predictable text format, fulfilling both listening and reading aspects of the standard.● Unit 06: Parties and Leisure Time - The act of attending parties or engaging in leisure activities often involves plan changes, aligning well with the NESAs example.● Unit 07: Daily Routine - Dialogues about routines and daily activities would be entirely relevant and would come in formats that students can predict.● Unit 08: At the Doctor's - Healthcare is a familiar theme for most people, and dialogues about symptoms or treatments would align with the standard's focus on listening and reading.● Unit 09: Teenage Life - Themes around school, hobbies, and future planning would be very familiar to the students, making them highly engaging for both reading and listening comprehension.● Unit 10: Going on an Exchange - The topics here, such as visas and homestays, would be expected in the context of travelling or living abroad, meeting the criteria of 'predictable texts.'	
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		<p>Intermediate Level - (NESA example: a multimodal advertisement promoting the benefits of recycling): Education Perfect's course units provide a rich framework that equips students with the requisite skills to comprehend a multimodal advertisement on the benefits of recycling.</p> <p>For instance, "Unit 01: Fashion and Style" offers listening and reading comprehension topics around the subject of shopping and types of clothing. These foundational skills can be easily transferred to understanding an advertisement that discusses recycling textiles or eco-friendly fashion choices.</p> <p>Likewise, "Unit 02: Ordering in a Restaurant" hones in on themes like meal pricing and food choices. Students trained in this unit would be equipped to understand a multimodal ad that discusses sustainable food practices and the cost-saving benefits of recycling.</p> <p>Advanced Level - (NESA example: an article addressing an issue of global significance): While the course units primarily focus on practical, everyday situations and cultural aspects of Japan, they do provide foundational skills in listening and reading comprehension, as well as grammatical constructs that could aid students in understanding more complex texts like articles on issues of global significance, as per NESA standards.</p> <ul style="list-style-type: none"> ● Unit 03: Weather - Understanding climate change could be a stepping stone to grasping bigger global issues. ● Unit 05: Holidays - Discussing travel and tourist destinations can lead to the topic of sustainable tourism. ● Unit 09: Teenage Life - Topics around future plans and university could include discussions on global issues. 	
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		<ul style="list-style-type: none"> ● Unit 10: Going on an Exchange - This unit naturally lends itself to understanding different cultures and global issues, as it talks about travel necessities and exchanges. 	
	<p>Develop and use comprehension strategies to interpret information, opinions and ideas in texts</p>	<p>In all the units, students are building on the comprehension strategies they have developed in previous units or lessons. The platform's design encourages this cumulative learning, allowing students to apply strategies they have learned in one context to new and different contexts.</p> <p>Beginner - "Activate, use and share prior knowledge to summarise a text".(NESA)</p> <ul style="list-style-type: none"> ● Example: In Unit 02: Ordering in a Restaurant, beginners are introduced to the concept of ordering food in a restaurant. They learn common phrases and vocabulary related to this context. The lessons such as "Introduction: Ordering in a Restaurant", "Listening Comprehension: Ordering in a Restaurant", and "Reading Comprehension: Ordering in a Restaurant" help them activate their prior knowledge about restaurants and food. They can use this knowledge to summarise the text, understand the context better, and share their understanding with others. In each Education Perfect Languages unit, including this one, there are listening and reading lessons where students are presented with a variety of spoken, written and multimodal texts in authentic contexts. They are required to locate, process information and respond in different ways. This helps them develop comprehension strategies that they can reuse in future units or lessons. <p>Intermediate - "Use contextual clues to translate and explain a text".(NESA)</p> <p>The units, while diverse in topics, all align with the overarching goal of using contextual clues for text translation and explanation.</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange

		<p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> • Relevance: The unit equips students to use contextual clues when shopping and asking about clothing, helping to translate and explain dialogue. • Skills Acquired: Understanding of phrases related to shopping, types of clothing, and cultural significance. Students also learn relevant kanji which helps in reading comprehension. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Relevance: The unit involves reading menus and dialogues, providing a real-world scenario where students can utilise comprehension strategies to interpret texts. • Skills Acquired: Restaurant phrases, meal descriptions, and context-based translation are highlighted, adding another layer of comprehension strategy. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> • Relevance: The unit allows for interpreting information through descriptions and forecasts, thus fulfilling the comprehension standard. • Skills Acquired: Vocabulary around weather, seasons, and use of comparisons which may require understanding of context. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> • Relevance: Booking tickets and hotel rooms often require understanding textual clues for translation and explanation. • Skills Acquired: Understanding of travel-related phrases, polite apologies, and question words, which are often context-specific. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> • Relevance: Discussing subjects, future plans, and part-time jobs provides a rich field for comprehension strategies. 	
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		<ul style="list-style-type: none"> • Skills Acquired: Understanding of education and career-related terms and the cultural context in which they are used. <p>Advanced - “Summarise and explain inferred meaning in a text for others.”(NESA)</p> <p>Though the units cover various topics, each one emphasises summarising and explaining inferred meaning, particularly through comprehension exercises in listening and reading</p> <ul style="list-style-type: none"> • Unit 02: Ordering in a Restaurant - Students learn to talk about different types of foods and meals and interpret prices. This unit would allow students to summarise inferred meaning in dialogue or textual menus, such as why certain foods might be more expensive based on cultural importance. • Unit 03: Weather - Students discuss weather forecasts and compare seasons in different locations. This unit would allow students to interpret and summarise inferred meanings in weather reports, useful for planning activities or travel. • Unit 05: Holidays - This unit covers booking tickets and hotel rooms, as well as understanding polite apologies and question words. This unit would allow students to summarise and explain the inferred meaning in travel brochures or customer service interactions. • Unit 09: Teenage Life - This unit involves talking about high school and university life, part-time jobs, and future plans. It’s rich in content for summarising and explaining inferred meanings based on dialogue or written text about life choices and aspirations. 	
	<p>Respond appropriately in the target language and/or English to main ideas and</p>	<p>Beginner Level - “At this level, students can respond personally to an interview with a well-known person from a target language-speaking country.”(NESA)</p>	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant

	<p>supporting details in texts by interpreting information, opinions and ideas</p>	<ul style="list-style-type: none"> ● Unit 02: Ordering in a Restaurant: For example, in the unit "Ordering in a Restaurant," students learn to use appropriate common phrases when arriving at a restaurant, ordering at a restaurant, describing meals, and understanding a Japanese menu. They can use these skills to interpret and respond to an interview with a famous Japanese chef, for instance. <p>Intermediate Level - "At this level, students can provide a comparative response to interviews with well-known people from a target language-speaking country." (NES)</p> <p>Unit 2: Ordering in a Restaurant</p> <ul style="list-style-type: none"> ● EP Key Skills: Communication, asking for prices, understanding menus ● Suggested Task: Students can compare restaurant etiquette in Japan and Australia through interviews with restaurant owners or chefs. <p>Unit 1: Fashion and Shopping for Clothes</p> <ul style="list-style-type: none"> ● EP Key Skills: Describing clothes, asking for prices ● Suggested Task: Students can interpret and compare interviews with fashion designers from Japan and local designers. <p>Unit 4: Places and Directions</p> <ul style="list-style-type: none"> ● EP Key Skills: Describing places, asking for and giving directions ● Suggested Task: Compare town planning or tourist attractions through interviews with local authorities or tourism boards. <p>Unit 5: Holidays</p> <ul style="list-style-type: none"> ● EP Key Skills: Discussing holiday plans, booking hotels ● Suggested Task: Students could compare travel experiences by interpreting interviews with travel bloggers or tourism experts. <p>Advanced Level - " At this level, students can provide an evaluative response to discuss perspectives in texts and</p>	<ul style="list-style-type: none"> ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange
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		<p>explain their own conclusions based on the information.” NESA</p> <ul style="list-style-type: none"> ● Unit 1: Fashion and Shopping for Clothes In the unit "Clothing," students learn to describe what people are wearing, ask for a piece of clothing at a store, ask how much something costs, and give an opinion about a piece of clothing. They can use these skills to evaluate and discuss different perspectives on fashion trends, clothing choices, and shopping habits in Japan, based on interviews or articles featuring well-known fashion designers or influencers. 	
	<p>Demonstrate understanding of the context, purpose and audience in predictable texts</p>	<p>Beginner Level - “Identify and explain how vocabulary, phrases and gestures are used to emphasise key points in texts in order to achieve purpose.”(NESA)</p> <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> ● This unit allows students to understand context (restaurant setting), purpose (ordering food), and audience (waitstaff). Adding gestures like mimicking eating or pointing at a menu can reinforce vocabulary and phrases. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> ● This unit discusses different weather conditions and the forecast, making it relevant to understanding context and purpose. Incorporating gestures for different weather types (e.g., wiping the forehead for hot, shivering for cold) can add depth to language comprehension. <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> ● Students learn to discuss parties and leisure activities, tying into context (parties, events), purpose (social interaction), and audience (friends, family). Gestures for celebrating or gift-giving can emphasise key points. <p>Unit 08: At the Doctor’s</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine ● Unit 08: At the Doctor's ● Unit 09: Teenage Life ● Unit 10: Going on an Exchange

		<ul style="list-style-type: none"> Understanding the context (healthcare), purpose (diagnosis, treatment), and audience (healthcare professionals) is crucial here. Gestures to indicate pain or discomfort could be incorporated to enrich learning. <p>Unit 10: Going on an Exchange</p> <ul style="list-style-type: none"> This unit deals with preparation for travel and exchange programs. Context (travel, international experience), purpose (preparation, cultural exchange), and audience (host families, travel officials) are clear. Gestures like packing a suitcase or showing a passport can be useful. <p>Intermediate Level - “Identify cultural references in texts and examine their effect on the audience.”(NESA) These units offer a multi-faceted exploration of Japanese culture and language. While teaching linguistic skills, they provide context, enabling students to better understand cultural nuances.</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> Cultural Focus: Traditional and modern fashion in Japan can serve as valuable references for students to identify and discuss how these elements may affect the Japanese audience's perception and understanding of fashion. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> Cultural Focus: Japanese food culture and etiquette, like chopstick usage, offer an insightful lens through which students can study the cultural references affecting audience expectations and behaviour in a dining setting. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> Cultural Focus: Seasons in Japan and Teru Teru Bozu dolls are examples that can be analysed to discuss their influence on the collective psyche of the 	
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		<p>Japanese audience, particularly their attitudes towards weather and seasons.</p> <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> • Cultural Focus: Japanese celebratory foods and customs can help students grasp how certain traditions resonate culturally, creating specific impacts on the audience. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> • Cultural Focus: High school and university life in Japan could be rich text for exploring how educational settings embed cultural references, shaping both student life and audience understanding. <p>Advanced Level - “Identify and analyse language techniques used in texts in order to achieve purpose.”(NESA)</p> <p>The units offer rich content that naturally lends itself to developing students' skills in understanding language techniques. Teachers can use the themes and learning outcomes as a foundation to extend advanced skills like identifying and analysing language techniques.</p> <p>Ways Teachers Can Align:</p> <ul style="list-style-type: none"> • Fashion and Style: Teachers can prompt students to delve into the descriptive language used in fashion, identifying persuasive techniques in fashion advertisements or articles. • Ordering in a Restaurant: Teachers can guide students to focus on polite forms and nouns, while extending this to advanced skills by having them explore persuasive language techniques in menus. Students could identify and analyse the use of descriptive adjectives, scarcity language ("limited time offer"), or even rhetorical questions ("Ready for the best meal of your life?") aimed at enticing the customer to make specific choices. 	
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		<ul style="list-style-type: none"> • Weather: By analysing weather reports, teachers can help students recognise language techniques like imperative sentences for warnings or exaggerations for emphasis. <p>By focusing on these elements, teachers will not only meet the goals of each unit but also enrich their lessons by integrating advanced skills like identifying and analysing language techniques.</p>	
<p>Applying knowledge of language systems to understand and respond to target language texts</p>	<p>Use knowledge of a wide range of features of the sound system to understand texts</p>	<p>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.</p>	<p>All the Listening and Video Lessons in the Units</p> <ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange <p>Video Lessons</p>
	<p>Use knowledge of a wide range of sound-symbol correspondences to understand and respond to texts</p>	<p>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.</p>	<p>All the Listening and Video Lessons in the Units</p> <ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions

			<ul style="list-style-type: none"> • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange <p>Video Lessons</p>
	<p>Use knowledge of vocabulary from a wide range of themes to understand and respond to texts</p>	<p>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.</p>	<p>Every unit has a vocabulary folder related to the topic of the course</p> <ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange
	<p>Use knowledge of a range of structures and features of the target language writing system to understand and respond to texts</p>	<p>Grammar Points: Every unit includes specific grammar topics which serve as the "structures" mentioned in the standard. For example, Unit 03 focuses on making comparisons using certain syntax, which is a fundamental structural feature in language learning. Teachers could engage students with reading comprehension activities where they need to identify these structures.</p>	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time

		<p>Listening and Reading Comprehension: This aligns directly with "understand and respond to texts." Teachers can prepare activities that encourage the students to pick out specific features and structures they've learned in the unit from a given text.</p> <p>Use of Kanji: The inclusion of relevant Kanji in each unit relates directly to the "features of the target language writing system." Students could be tasked with reading texts that include these Kanji, thereby practising the writing system and better comprehending the text.</p> <p>Cultural Focus: Understanding the culture behind language often aids in comprehension. Including cultural nuances in reading material can give a contextual clue to the students for better text understanding.</p> <p>Vocabulary: Each unit is designed to impart specific vocabulary (e.g., weather-related vocab in Unit 03, restaurant phrases in Unit 02). These can be considered 'features' of the language, which, when understood, enable students to better comprehend and respond to texts.</p> <p>Teachers can also assign the quizzes and interactive activities on Education Perfect to gauge the student's understanding and provide immediate feedback, ensuring that the learning objectives align with this standard.</p>	<ul style="list-style-type: none"> • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange
	<p>Use metalanguage to reflect on and evaluate target language structures and features in texts</p>	<p>Beginner Level - "Use metalanguage to reflect on how grammatical choices influence meaning and establish register in texts." (NESA)</p> <p>Each unit uses various grammar and terminology (the language system) to build skills in understanding and responding to Japanese language contexts (the target language texts), such as ordering in a restaurant or asking for directions. The metalanguage (grammar points in each unit)</p>	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time

		<p>enables reflection and evaluation of the Japanese language structures used in those specific situations.</p> <p>Each unit provides a valuable opportunity to integrate the NESAs standard by prompting students to think critically about how their grammatical choices align with the context of their communication—be it in describing clothing, ordering food, or discussing future plans.</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> • Grammar Points: The unit introduces 'te-form verbs' and asking for permission. Students can be encouraged to use metalanguage to discuss how verb forms affect meaning and tone when shopping for clothes in Japan. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Grammar Points: Negative adjectives and expressions of desire can serve as a rich ground to discuss how language choices can influence politeness and specificity in different settings. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> • Grammar Points: Comparisons and attributions are central to this unit. Discussions can be oriented towards how comparative structures lend themselves to clarity and emphasis in weather-related texts. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> • Grammar Points: Locative expressions and directional verbs can be examined to discuss how they provide context and spatial understanding within a text. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> • Grammar Points: Using plans and intentions in grammar (e.g., ~つもりです, ~よていです) can be evaluated for how they lend themselves to formal and informal registers. <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> • Grammar Points: Students can use metalanguage to discuss how conditional sentences and 	<ul style="list-style-type: none"> • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange
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		<p>giving/receiving actions contribute to relationships and social dynamics in language.</p> <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> Grammar Points: Expressions of reasons (A から B) can be critically evaluated for their clarity and explanatory power in daily conversations. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> Grammar Points: The use of advice structures (～たらいい or ～ほうがいい) can be reflected upon to understand how they function to provide counsel or suggestions. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> Grammar Points: Students can be led to discuss how language shifts to suit contexts like talking about future plans and academic life, using structures like ～になります and ～ために～. <p>Unit 10: Going on an Exchange</p> <ul style="list-style-type: none"> Grammar Points: Reflecting on phrases that indicate ongoing actions or experiences can help students understand the mechanics of discussing travel preparations and experiences. <p>Intermediate Level - "Use metalanguage to compare texts to identify how differences in grammar and text features determine the nature of formal and informal texts." (NESA)</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> Metalanguage Focus: Students can discuss and evaluate how the grammar point "Using te-form verbs" alters the tone and nature of dialogues when shopping. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> Metalanguage Focus: Discuss why negative adjectives might be more prevalent in casual conversations at a restaurant and less so in formal settings. 	
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		<p>Unit 03: Weather</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Explore how the specific vocabulary and comparisons change the formality of discussing weather. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Evaluate the text features that make directions formal or informal. For instance, the use of "Expressing 'by' (means of transport), using で" could be less formal than other expressions. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Reflect on how "Expressing intentions/plans using ~つもりです, or ~よていです" could signify a more formal planning process. <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Students could talk about how different verbs forms for giving and receiving signify different levels of formality in social settings. <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Discuss how adverbs and phrases for giving reasons are used differently in formal and informal daily routine descriptions. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Contrast the formal language used in healthcare settings with informal language one might use to describe health to a friend. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> ● Metalanguage Focus: Evaluate the text features and grammar that define the formality of discussing future plans and high school life. <p>Unit 10: Going on an Exchange</p>	
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		<ul style="list-style-type: none"> • Metalanguage Focus: Reflect on how the language structures used in discussing preparations and necessities for travel vary based on the formality of the situation. <p>Advanced Level - "Use metalanguage to explain grammatical forms to others." (NESA)</p> <p>Unit 01: Fashion and Style Students can delve into the intricacies of Japanese polite forms and descriptors while discussing fashion. For example, they may explore how te-form verbs are employed to describe ongoing actions when talking about wearing different types of clothing.</p> <p>Unit 02: Ordering in a Restaurant Students can dissect the use of negative adjectives and their grammatical forms when describing meals or talking about restaurant prices. By doing so, they move beyond mere usage to the analysis and evaluation of language structures in authentic contexts.</p> <p>Unit 03: Weather Students might focus on comparing weather conditions by leveraging the metalanguage to discuss the grammatical structures around comparisons, such as using A + は B + より adjective + です.</p> <p>Unit 04: Places and Directions Here, students could unravel the role of prepositions and other location-specific vocabularies in giving directions. They would not just learn but also teach these grammatical forms, in line with the NESA example "Use metalanguage to explain grammatical forms to others."</p> <p>Unit 05: Holidays Students could discuss the various uses of dictionary (plain) forms of verbs when talking about booking tickets and</p>	
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		<p>accommodations, thereby deepening their understanding of verb classifications in Japanese.</p> <p>Unit 06: Parties and Leisure Time Students can focus on understanding conditional sentences and their implications in planning or discussing parties and special occasions, therefore equipping them with a deeper understanding of Japanese syntax.</p> <p>Unit 07: Daily Routine In this unit, students can evaluate the use of adverbs in describing their daily routine, exploring how they modify verbs, adjectives, and other adverbs.</p> <p>Unit 08: At the Doctor's Students might concentrate on understanding the structures for offering advice or asking questions, pivotal in healthcare situations, thereby reflecting on the function and form of these structures.</p> <p>Unit 09: Teenage Life Students could evaluate the language forms used in expressing future plans, such as the usage of <i>～ために～</i> or <i>～ための</i> for indicating purposes.</p> <p>Unit 10: Going on an Exchange This unit provides an opportunity for students to explore the metalanguage involved in talking about experiences, particularly through the grammar point <i>～ことがあります</i>.</p>	
<p>Developing intercultural understanding through target language texts</p>	<p>Respond to texts by reflecting on how identity is shaped by language(s), culture(s), practices, values and perspectives</p>	<p>Each unit immerses students in distinct aspects of Japanese culture and societal exchanges, thereby offering an understanding of language in context, not merely vocabulary or grammar. This content descriptor is exemplified through the themes addressed in each unit, ranging from restaurant etiquette and fashion to daily routines and hometown descriptions. These themes allow students to observe how</p>	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays

		<p>cultural elements and language use interact to shape identities.</p> <p>For instance, studying fast-food trends in Japanese or Austria provide insight into cultural practices and values impacting Japanese speakers' identities. Themes such as holiday traditions or hobbies reveal relevant cultural values and perspectives, illustrating how language and culture are intertwined. The defined learning outcomes, comprehension topics, grammar points, and cultural focuses in each unit offer a holistic approach to developing students' intercultural understanding through learning Japanese.</p>	<ul style="list-style-type: none"> • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange
	<p>Respond to texts by reflecting on the relationship between language and culture in communication</p>	<p>Beginner - “Develop the capability to reflect on and engage with difference.” (NESA)</p> <p>Intermediate - “Question and discuss stereotypes found in texts.” NESA</p> <p>Advanced - “Develop a metalanguage for discussing the relationship between language and culture.” (NESA)</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> • Beginner: By describing traditional and modern fashion trends in Japan, students learn to engage with differences in fashion across cultures. • Intermediate: Students could discuss any stereotypes associated with Japanese fashion, like the perception of Lolita or Kawaii culture. • Advanced: Students could discuss the socio-cultural implications of traditional and modern fashion forms like Kimono and Lolita, employing specific metalanguage. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Beginner: Students learn Japanese eating etiquettes, promoting intercultural understanding. 	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange

		<ul style="list-style-type: none"> • Intermediate: They could question the stereotypes of Japanese food culture compared to Western practices. • Advanced: A discussion on how language influences dining etiquettes, employing the appropriate metalanguage. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> • Beginner: Students understand how weather can influence daily activities, thus engaging with cultural differences. • Intermediate: The class could discuss stereotypes like Japan being a predominantly rainy country. • Advanced: Discussion on how weather terminology is culturally rooted, employing specific metalanguage. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> • Beginner: Students engage with cultural differences in Japanese architecture and urban planning. • Intermediate: They could question stereotypes about Japanese cities. • Advanced: Discuss the influence of language on the layout and nomenclature of places in Japan, using metalanguage. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> • Beginner: Students learn about Japanese holidays, gaining an understanding of Japanese customs. • Intermediate: They could discuss the stereotypes surrounding Japanese tourism and holidays. • Advanced: A conversation on how language encapsulates cultural practices related to holidays, using metalanguage. <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> • Beginner: By discussing celebratory foods and customs, students engage with Japanese celebrations. • Intermediate: Students could challenge stereotypes regarding Japanese leisure activities. 	
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		<ul style="list-style-type: none"> • Advanced: Students could use metalanguage to discuss how language and culture interact in the concept of celebrations. <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> • Beginner: Students explore daily routines in Japan, gaining an appreciation for the differences in daily life. • Intermediate: Discuss stereotypes surrounding the work-life balance in Japan. • Advanced: A meta-discussion on how language influences the structuring of daily routines. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> • Beginner: Introduction to healthcare practices in Japan, teaching cultural nuances like wearing face masks. • Intermediate: Discussion around stereotypes related to healthcare in Japan. • Advanced: Employing metalanguage, a discussion on how language reflects healthcare practices in Japan. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> • Beginner: Understanding high school life in Japan, students reflect on their cultural differences. • Intermediate: Stereotypes about teenage life in Japan could be discussed. • Advanced: Students could discuss the linguistic nuances that capture the essence of teenage life in Japan, using metalanguage. <p>Unit 10: Going on an Exchange</p> <ul style="list-style-type: none"> • Beginner: By learning about travel necessities, students reflect on cultural aspects of travelling in Japan. • Intermediate: A discussion about stereotypes concerning Japanese host families or travel culture. • Advanced: Discuss how the language used in travel-related activities is culturally informed, employing specific metalanguage. 	
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Creating Texts

(Speaking, Writing)

Outcomes: ML5-CRT-01

Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Sub strand	Content descriptor	How can EP support this?	EP Units
Creating spoken, written and multimodal texts in the target language appropriate to context, purpose and audience	Create informative texts to describe experiences and share information about their own and others' personal worlds	<p>Beginner Level - "A presentation about a prominent Aboriginal and/or Torres Strait Islander person to outline successes and achievements." (NESA)</p> <p>Suggested Unit - "Unit 06: Parties and Leisure Time" Application: Although the unit does not directly cover Aboriginal and/or Torres Strait Islander persons, it provides students with the necessary language skills to describe celebrations and achievements. Students can use these skills to create a presentation about a prominent Aboriginal and/or Torres Strait Islander person, focusing on their successes and achievements.</p> <p>Intermediate Level - "An account of a visit to a NSW site of cultural or historical significance such as a local Aboriginal site or virtual tour." (NESA)</p> <p>Suggested Unit - "Unit 04: Places and Directions" Application: This unit teaches students how to describe a town, including its features and attractions, and how to give directions. Students can use these skills to write an account of a visit to a cultural or historical site in New South Wales, describing the site and the route they took to get there.</p> <p>Advanced Level - "A presentation to outline the similarities and differences of a cultural practice or</p>	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange

		<p>celebration such as marriages, used by the target language culture(s) and Aboriginal and/or Torres Strait Islander cultures." (NESA)</p> <p>Suggested Unit: "Unit 06: Parties and Leisure Time" Application: This unit focuses on how to talk about parties and celebrations. Students can use these skills to create a presentation comparing and contrasting a cultural practice or celebration, such as marriages, in the target language culture and in Aboriginal and/or Torres Strait Islander cultures.</p>	
	<p>Create imaginative texts</p>	<p>Each unit imparts skills in listening, reading comprehension, and grammar, ensuring that students produce texts that are appropriate to context, purpose, and audience. The units also offer cultural insight, further enriching the students' storytelling capability.</p> <p>Beginner - "a picture book to recount a past holiday".(NESA)</p> <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> Alignment: Students learn how to book tickets and discuss holidays, which can be creatively channeled into producing a picture book recounting a past holiday in Japan. <p>Intermediate - "a short film to entertain on a topic of global significance."(NESA)</p> <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> Alignment: With learning outcomes around talking about special occasions and activities, students could create a short film on a topic of global significance like "Japanese traditions during festivals." 	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange

		<p>Advanced - “a short story to describe a day in the life of a typical student.”(NESA)</p> <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> Alignment: Students learn to discuss daily routines and activities. This knowledge would equip them to craft a short story that describes a day in the life of a typical student in Japan. <p>In all these cases, teachers can guide students on how to apply the content from the units to create their texts. They can also use the "Authentic Tasks" lessons to allow students to practise real-world applications of their language skills, which can further enhance their text creation abilities by uploading them into EP.</p>	
<p>Create persuasive texts</p>		<p>Beginner - “a tourist brochure to attract travellers to Australia.”(NESA)</p> <ul style="list-style-type: none"> Relevant Units: Unit 05 (Holidays), Unit 10 (Going on an Exchange) - Students can use phrases learned in Unit 05 to design a tourist brochure in the target language to attract travellers to Australia. The cultural topics like 'Japanese holidays' and 'Popular tourist destinations' can offer points for persuasion. <p>Intermediate - “an advertisement to encourage people to adopt a healthy lifestyle.”(NESA)</p> <ul style="list-style-type: none"> Relevant Units: Unit 02 (Ordering in a Restaurant), Unit 06 (Parties and Leisure Time) - Units like 'Ordering in a Restaurant' and 'Parties and Leisure Time' equip students with the vocabulary to talk about meals and activities. This language can be 	<ul style="list-style-type: none"> Unit 01: Fashion and Style Unit 02: Ordering in a Restaurant Unit 03: Weather Unit 04: Places and Directions Unit 05: Holidays Unit 06: Parties and Leisure Time Unit 07: Daily Routine Unit 08: At the Doctor's Unit 09: Teenage Life Unit 10: Going on an Exchange

		<p>channelled into creating an advertisement focusing on adopting a healthy lifestyle.</p> <p>Advanced - “a speech or an article to bring attention to a topic of personal significance.”(NESA)</p> <ul style="list-style-type: none"> • Relevant Units: Unit 07 (Daily Routine), Unit 09 (Teenage Life) - Advanced students could craft a speech or article about the impact of daily routines or high-school life on mental health, using the rich vocabulary and sentence structures from Units like 'Daily Routine' and 'Teenage Life'. 	
	<p>Plan, construct and edit texts</p>	<p>In the writing section of the 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. Students are also presented with key information about features of different text types.</p> <p>Beginner - “ Plan, construct and edit texts” (NESA)</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> • Learning outcomes like 'Use relevant phrases while shopping' align well with planning and constructing texts, as students must plan what to say in a shopping context. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> • With objectives like 'Understand polite apologies,' students work on using the appropriate language register and style to suit the context and purpose, thus aligning with the standard. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> • Talk about university and future plans' would require students to use factual evidence to support their statements, satisfying the advanced criterion of using factual evidence to support an argument. 	<ul style="list-style-type: none"> • Unit 01: Fashion and Style • Unit 02: Ordering in a Restaurant • Unit 03: Weather • Unit 04: Places and Directions • Unit 05: Holidays • Unit 06: Parties and Leisure Time • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange

		<p>Intermediate - “Use appropriate language register, style and effective layout to achieve purpose.” (NESA)</p> <p>Unit 03: Weather</p> <ul style="list-style-type: none"> • Discussing the weather involves appropriate register and style, especially when talking about it in different times and places. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> • 'Give and ask for directions' requires a level of linguistic competence that includes register and layout to be effective. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> • Understanding health advice from a doctor calls for an understanding of register and layout to interpret and convey medical advice correctly. <p>Advanced - “Use factual evidence to support an argument.” (NESA)</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> • Students engage in real-world shopping scenarios where they must use factual evidence, such as clothing type and price, to make choices or argue for a particular style. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Factual evidence like the price of meals and food descriptions is essential for making informed choices and supporting preferences when ordering food. <p>Unit 10: Going on an Exchange</p> <ul style="list-style-type: none"> • Discussing visas and passports involves using factual evidence to support the necessity of these documents for travel, which aligns well with the advanced level standard. 	
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Applying knowledge of language systems to create spoken, written and multimodal texts	<ul style="list-style-type: none">• Use a wide range of features of the sound system to create spoken texts• Use a wide range of sound-symbol correspondences to create written texts	<p>The Intermediate units offer a comprehensive set of resources designed to help students engage with language systems in real-world contexts. Ranging from restaurant ordering to health discussions, each unit includes interactive lessons, quizzes, and assessments focusing on listening, speaking, and writing skills. Teachers can amplify the learning experience through role-play, writing assignments, and cultural context discussions. These units equip students to create various types of texts while gaining a deep understanding of vocabulary, grammar, and the sound system of the language.</p> <p>Within these units, students have the opportunity to develop their listening and speaking comprehension by engaging with the sound system of the language. Writing exercises within each unit also allow students to create context-relevant written texts.</p> <p>Teachers can maximise the effectiveness of these units by:</p> <ul style="list-style-type: none">• Encouraging students to practise speaking through role-play, presentations, or group discussions using vocabulary and grammar introduced in each unit.• Assigning writing tasks that correlate with the units, such as restaurant reviews, shopping lists, or holiday plans.• Utilising the listening comprehension lessons to deepen students' grasp of pronunciation, intonation, and rhythm.• Incorporating cultural elements to give students a broader understanding of the context in which the language is used.	<ul style="list-style-type: none">• Unit 01: Fashion and Style• Unit 02: Ordering in a Restaurant• Unit 03: Weather• Unit 04: Places and Directions• Unit 05: Holidays• Unit 06: Parties and Leisure Time• Unit 07: Daily Routine• Unit 08: At the Doctor's• Unit 09: Teenage Life• Unit 10: Going on an Exchange
Adjust and adapt vocabulary from a wide range of themes to create texts	Adjust and adapt vocabulary from a wide range of themes to create texts	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	Vocabulary Glossary in each unit Unit 2: Ordering in a Restaurant Unit 01: Fashion and Style Unit 04: Places and Directions



		<ul style="list-style-type: none"> • Grammar Focus: Using te-form verbs and phrases for asking permission adds nuance and context-appropriateness. <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> • Alignment: Focus on restaurant conversations helps students adapt language to different audiences and purposes. • Grammar Focus: Expressions like "~そうです" and "~たい" allow for controlled manipulation of adjectives and verbs. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> • Alignment: Discussing weather introduces another context where the language can be naturally applied. • Grammar Focus: Comparisons and expressing hearsay add complexity to student-created texts. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> • Alignment: Perfect for enabling students to ask and give directions—another practical skill. • Grammar Focus: Use of locative and directional language expands grammatical repertoire. <p>Unit 05: Holidays</p> <ul style="list-style-type: none"> • Alignment: The unit addresses talking about holidays, which adds cultural depth and real-world application. • Grammar Focus: Introduces nominalisers and obligation expressions for more complex sentence structures. <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> • Alignment: Discussing special occasions provides a context for using polite and celebratory language. • Grammar Focus: Conditional sentences and expressions for giving/receiving add to grammatical flexibility. <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> • Alignment: Daily activities are relatable, providing a useful backdrop for language practice. 	<ul style="list-style-type: none"> • Unit 07: Daily Routine • Unit 08: At the Doctor's • Unit 09: Teenage Life • Unit 10: Going on an Exchange
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		<ul style="list-style-type: none"> • Grammar Focus: Use of adverbs and reason expressions rounds out their ability to express nuanced ideas. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> • Alignment: A medical setting provides a new audience and purpose for language use. • Grammar Focus: Students learn to offer advice and frame questions within sentences. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> • Alignment: Addresses school life, making it relatable for students. • Grammar Focus: Expressions for stating purpose and change add dynamic capabilities to their language use. <p>Unit 10: Going on an Exchange</p> <ul style="list-style-type: none"> • Alignment: Students learn to discuss exchange programs, providing an international context. • Grammar Focus: Temporal expressions add another layer of complexity. 	
	<p>Use a range of structures and features of the target language writing system to create written texts</p>	<p>The course is designed not just to teach language but to empower students to create a range of texts that are contextually appropriate, purposeful, and audience-specific. It adheres well to the standard, particularly in the use of a diverse range of structures and features of the target language.</p> <p>Language Structures:</p> <ul style="list-style-type: none"> • Verbs Forms: The course covers a comprehensive range of verb forms such as te-form, dictionary form, and various tenses (Unit 01, Unit 02, Unit 05). • Adjectives: Units explain both い and な adjectives, as well as how to make them negative and past tense (Unit 02). • Comparisons and Expressions: Phrases for comparisons and expressions like "I heard," "It seems," "I want to" are included (Unit 03, Unit 04, Unit 06). 	

		<ul style="list-style-type: none"> ● Conditionals and Obligations: The course integrates conditionals like 'たら' and obligation expressions like '~ければなりません' (Unit 06, Unit 05). <p>Language Features:</p> <ul style="list-style-type: none"> ● Kanji: All units emphasise the importance of relevant kanji, helping students to create authentic texts. ● Vocabulary: Each unit has a robust list of vocabulary items relevant to specific topics like fashion, food, and weather, enhancing text richness. ● Grammar Points: These are not just standalone; they're integrated into context, making them relevant for creating texts that are both appropriate and purposeful. ● Cultural Context: The cultural focus in each unit aids in the creation of texts that are sensitive to the target language's socio-cultural norms. <p>Multimodal Elements:</p> <ul style="list-style-type: none"> ● Listening and Reading Comprehension: This enables students to understand how language is used in different formats and styles. ● Cultural Focus: Units include a cultural perspective, allowing students to weave cultural understanding into their texts, enhancing audience engagement. 	
<p>Applying knowledge of the target language culture(s) to create texts</p>	<p>Adjust and adapt language that is appropriate to cultural practices, values and perspectives to create texts</p>	<p>While each unit has distinct themes and learning outcomes, they all present opportunities for students to adjust and adapt language in a manner that is culturally sensitive and appropriate.</p> <p>Unit 01: Fashion and Style</p> <ul style="list-style-type: none"> ● Students will understand both traditional and modern Japanese fashion, enabling them to use 	<ul style="list-style-type: none"> ● Unit 01: Fashion and Style ● Unit 02: Ordering in a Restaurant ● Unit 03: Weather ● Unit 04: Places and Directions ● Unit 05: Holidays ● Unit 06: Parties and Leisure Time ● Unit 07: Daily Routine

		<p>language that respects cultural nuances when discussing fashion.</p> <p>Unit 02: Ordering in a Restaurant</p> <ul style="list-style-type: none"> Students learn the customs around eating together and chopstick etiquette, helping them adapt language appropriately when discussing food or dining out in a Japanese context. <p>Unit 03: Weather</p> <ul style="list-style-type: none"> The cultural focus on seasons and Teruterubozu dolls to bring good weather equips students to talk about weather from a culturally informed viewpoint. <p>Unit 04: Places and Directions</p> <ul style="list-style-type: none"> Students are exposed to the cultural importance of historical buildings, temples, and shrines, allowing them to use language that is sensitive to these cultural landmarks. <p>Unit 05: Holidays</p> <p>Introduces Japanese holidays and popular tourist destinations, enabling students to talk about holidays in a manner that reflects an understanding of Japanese cultural values.</p> <p>Unit 06: Parties and Leisure Time</p> <ul style="list-style-type: none"> Students learn about Japanese celebratory foods and customs, equipping them to discuss special occasions with cultural appropriateness. <p>Unit 07: Daily Routine</p> <ul style="list-style-type: none"> This unit educates students on daily chores and routines in Japan, allowing them to adapt language according to the everyday lifestyle of Japanese people. <p>Unit 08: At the Doctor's</p> <ul style="list-style-type: none"> Health practices such as wearing face masks are covered, enabling students to discuss health topics while respecting Japanese health protocols. <p>Unit 09: Teenage Life</p> <ul style="list-style-type: none"> Provides insights into school and university life in Japan, helping students to engage in conversations about education in a culturally sensitive manner. 	<ul style="list-style-type: none"> Unit 08: At the Doctor's Unit 09: Teenage Life Unit 10: Going on an Exchange
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		Unit 10: Going on an Exchange <ul style="list-style-type: none">• Discusses Japanese households and gift-giving customs, allowing students to prepare for exchanges with a rich cultural understanding.	
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EP Lesson Recommendations:

For **Year 9-10 Japanese** we would recommend a combination of our **Beginner and Intermediate Japanese courses**. We would also recommend the beginner-Intermediate level video content. Teachers can still assign from higher or lower level content if appropriate.

General notes:

All units have an introduction section which covers key vocab and phrases for the unit.

All units have distinct separate sections to test listening and reading comprehension, writing and speaking.

Units are available in immersion and non-immersion versions. Immersion means all questions and answers for listening, reading, writing and speaking are in the target language. In Non-immersion mode, questions and answers are in English.

We have vocabulary glossaries in a separate folder to support students wanting to revise their vocabulary. In the Teacher's Guide section you can find unit outlines and comprehension transcripts to save you time.

Please see the course maps below:



Curriculum Map

Intermediate Japanese:

- Unit 01: Fashion and Style**
- Unit 02: Ordering in a Restaurant**
- Unit 03: Weather**
- Unit 04: Places and Directions**
- Unit 05: Holidays**
- Unit 06: Parties and Leisure Time**
- Unit 07: Daily Routine**
- Unit 08: At the Doctor's**
- Unit 09: Teenage Life**
- Unit 10: Going on an Exchange**

Script Practice

EP Unit:	Lessons within each unit (linked with a hyperlink)	
Unit 01: Fashion and Style Learning outcomes for this unit: By the end of this unit, students will be able to: <ul style="list-style-type: none">● Use relevant phrases while shopping.● Describe different types of clothing, and what they're wearing.	Course Material	1. Introduction: Fashion and Style 2. Grammar: Fashion and Style 3. Listening Comprehension: Fashion and Style 4. Reading Comprehension: Fashion and Style 5. Writing: Fashion and Style 6. Speaking: Fashion and Style 7. Authentic Tasks: Fashion and Style

<ul style="list-style-type: none"> ● Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Describing/asking about clothing (colour, size, type). ● Asking someone about what they are wearing. ● Buying/selling clothes and prices. <p>Grammar points:</p> <ul style="list-style-type: none"> ● Using te-form verbs (ichidan, godan, and irregular verbs). ● Describing ongoing actions (gerund) using ~ています. ● Asking for permission using ~てもいいですか(か?). <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> ● Traditional fashion in Japan: Kimono, Yukata . ● Modern fashion in Japan: Lolita, Fairy-Kei, Kawaii boys. ● Fashion at school in Japan: cute socks and hair-ties, straps and keyrings. ● Handling money in Japan. 	<p>Vocabulary lists</p> <p>Assessments</p>	<p>Unit 01: Fashion and Style - Core Vocabulary Unit 01: Fashion and Style - Extra Vocabulary</p> <p>Intermediate Unit 01: Fashion and Style</p>
<p>Unit 02: Ordering in a Restaurant</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 restaurant phrases. ● Describe meals. 	<p>Course Material</p>	<p>1. Introduction: Ordering in a Restaurant 2. Grammar: Ordering in a Restaurant 3. Listening Comprehension: Ordering in a Restaurant 4. Reading Comprehension: Ordering in a Restaurant 5. Writing: Ordering in a Restaurant 6. Speaking: Ordering in a Restaurant 7. Authentic Tasks: Ordering in a Restaurant</p>

<ul style="list-style-type: none"> • Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Talking about different types of foods/meals. • Ordering food at a restaurant. • Talking about the price of meals at a restaurant/asking for the bill. <p>Grammar points:</p> <ul style="list-style-type: none"> • Expressing “it looks/it seems” using ~そうです. • Making negative adjectives: <ul style="list-style-type: none"> ○ Using ~くない for い adjectives. ○ Using ~じゃない for な adjectives. ○ Making it past tense using ~なかった. • Expressing when you want to do something, using ~たい, including its past, negative and past-negative forms. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Paying for meals • Food in Japanese culture: <ul style="list-style-type: none"> ○ School lunches. ○ Eating together. ○ Going out after work. • Restaurants in Japan. • Japanese utensils, and chopstick etiquette. 	<p>Vocabulary lists</p> <p>Assessment</p>	<p>Unit 02: Ordering in a Restaurant - Core Vocabulary Unit 02: Ordering in a Restaurant - Extra Vocabulary</p> <p>Intermediate Unit 02: Ordering in a Restuarant</p>
<p>Unit 03: Weather</p>	<p>Course Material</p>	<p>1. Introduction: Weather</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 weather-related vocab. • Discuss the weather, temperature, and seasons. • Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Describing the weather (sunny, rainy, warm, windy, etc) at different times of day, and in different places (e.g. between cities, or countries). • Talking about the weather forecast. • Comparing seasons in different places. <p>Grammar points:</p> <ul style="list-style-type: none"> • Making comparisons using A + は B + より adjective + です. • Expressing “I heard ____” using ~そうです. • Expressing “according to [Person] using ____によると____そうです. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Seasons in Japan (including unofficial seasons). • Teruterubozu dolls to bring good weather. 		<p>2. Grammar: Weather 3. Listening Comprehension: Weather 4. Reading Comprehension: Weather 5. Writing: Weather 6. Speaking: Weather 7. Authentic Tasks: Weather</p>
	<p>Vocabulary lists</p>	<p>Unit 03: Weather - Core Vocabulary Unit 03: Weather - Extra Vocabulary</p>
	<p>Assessment</p>	<p>Intermediate Unit 03: Weather</p>
<p>Unit 04: Places and Directions</p>	<p>Course Material</p>	<p>1. Introduction: Places and Directions</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 places and cities. • Give and ask for directions. • Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Talking about what type of place/city you live in, and what is located there. • Talking about the capital city of countries. • Asking for/giving directions (e.g. “its next to the _____,” or “go straight, then turn right”). • Stating how long it’ll take to get somewhere by certain forms of transport (e.g. by foot, car, bus, etc). • Stating/asking whether something is located close or far away. <p>Grammar points:</p> <ul style="list-style-type: none"> • Expressing where something is located, or a direction of movement using: [object]/[subject] + は [location]/[direction] + に あります / movement verb. • Expressing ‘by’ (means of transport), using で. • Expressing ‘from A to B’ (action / event / time), using A から B まで. 		<p>2. Grammar: Places and Directions 3. Listening Comprehension: Places and Directions 4. Reading Comprehension: Places and Directions 5. Writing: Places and Directions 6. Speaking: Places and Directions 7. Authentic Tasks: Places and Directions</p>
	<p>Vocabulary lists</p>	<p>Unit 04: Places and Directions - Core Vocabulary Unit 04: Places and Directions - Extra Vocabulary</p>
	<p>Assessment</p>	<p>Intermediate Unit 04: Places and Directions</p>

<ul style="list-style-type: none"> ● Giving instructions, using ~てください. ● Expressing whether something is easy/hard to do: <ul style="list-style-type: none"> ○ Easy - ~やすい. ○ Hard - ~にくい. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> ● Shops in Japan: <ul style="list-style-type: none"> ○ Specialty stores. ○ Franchises. ● Transport in Japan: <ul style="list-style-type: none"> ○ Buses, Trains, Bikes. ● Historical Buildings in Japan. ● Shrines, temples & castles. 		
<p>Unit 05: Holidays</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"> ● Book tickets. ● Book hotel rooms. ● Understand polite apologies. ● Use and understand question words. ● Talk about holidays. ● Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Talking about travelling overseas. ● Talking about different modes of transport (plane, boat, etc). 	<p>Course Material</p>	<p>1. Introduction: Holidays 2. Grammar: Holidays 3. Listening Comprehension: Holidays 4. Reading Comprehension: Holidays 5. Writing: Holidays 6. Speaking: Holidays 7. Authentic Tasks: Holidays</p>
	<p>Vocabulary lists</p>	<p>Unit 05: Holidays - Core Vocabulary Unit 05: Holidays - Extra Vocabulary</p>
	<p>Assessment</p>	<p>Intermediate Unit 05: Holidays</p>

<ul style="list-style-type: none"> • Talking about staying in a hotel and buying tickets (for transport). • Talking about specific holidays (e.g. golden week). • Talking about activities you did/plan to do during your holiday. <p>Grammar points:</p> <ul style="list-style-type: none"> • Using dictionary (plain) form: <ul style="list-style-type: none"> ○ For いちだん verbs. ○ For ごだん verbs. • Nominalisers: turning a verb into a noun using こと/の. • Expressing intentions/plans using ～つもりです, or ～よていです. • Expressing when two or more things happen around the same time, using ～とき. • Expressing obligation, using ～ければなりません. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Japanese holidays. • Main islands of Japan. • Popular tourist destinations. 		
<p>Unit 06: Parties and Leisure Time</p> <p>Learning outcomes for this unit:</p> <p>By the end of this unit, students will be able to:</p>	<p>Course Material</p>	<p>1. Introduction: Parties and Leisure Time</p> <p>2. Grammar: Parties and Leisure Time</p> <p>3. Listening Comprehension: Parties and Leisure Time</p> <p>4. Reading Comprehension: Parties and Leisure Time</p> <p>5. Writing: Parties and Leisure Time</p> <p>6. Speaking: Parties and Leisure Time</p> <p>7. Authentic Tasks: Parties and Leisure Time</p>

<ul style="list-style-type: none"> • Talk and ask about special occasions and parties. • Discuss common leisure activities. • Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Talking about when your birthday is; asking someone when their birthday is. • Talking about different types of parties/events. • Talking about activities at a party/event. • Congratulating someone, or wishing them a happy birthday. • Talking about buying/giving/receiving presents. <p>Grammar points:</p> <ul style="list-style-type: none"> • Listing multiple activities, using ～たり. • Expressing simultaneous actions (“while doing A, I also do B”), using ～ながら. • Expressing conditional sentences in Japanese, using たら. • Discussing giving/receiving (actions you do for someone, versus actions someone does for you), using ～てあげる, ～てくれる and ～てもらう. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Celebratory foods and customs in Japan: 	<p>Vocabulary lists</p> <p>Assessment</p>	<p>Unit 06: Parties and Leisure Time - Core Vocabulary Unit 06: Parties and Leisure Time - Extra Vocabulary</p> <p>Copy of Intermediate Unit 06: Parties and Leisure Time</p>
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<ul style="list-style-type: none"> ○ せきはん – Sticky rice with adzuki beans. ○ としこしそば – A special noodle dish served at New Year. ● Gift-giving in Japan. ● Leisure time in Japan. ● Purikura and Karaoke. 		
<p>Unit 07: Daily Routine 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 daily routines and activities. ● Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> ● Talking about your daily routines & lifestyle – what you do at specific times of the day, or during the week. ● Describing what your day, or week, is like (e.g. busy). ● Talk about when you wake up and go to sleep. <p>Grammar points:</p> <ul style="list-style-type: none"> ● Adverbs using ～く and ～に. ● Giving a reason using “A から B.” ● Expressing coming or going somewhere when related to a specific action, using ～にいきまず and ～にきまず. 	<p>Course Material</p>	<p>1. Introduction: Daily Routine 2. Grammar: Daily Routine 3. Listening Comprehension: Daily Routine 4. Reading Comprehension: Daily Routine 5. Writing: Daily Routine 6. Speaking: Daily Routine 7. Authentic Tasks: Daily Routine</p>
	<p>Vocabulary lists</p>	<p>Unit 07: Daily Routine – Core Vocabulary Unit 07: Daily Routine – Extra Vocabulary</p>
	<p>Assessment</p>	<p>Copy of Intermediate Unit 07: Daily Routine</p>

<p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> • Daily chores in Japan. • Daily routine in Japan (meals and baths). 		
<p>Unit 08: At the Doctor's 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"> • Refer to specific body parts. • Describe problems related to illness or injury. • Understand health advice from a doctor. • Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> • Telling a doctor about an illness or injury, or how you are feeling. • Talking about going to hospital. • Giving advice when someone is ill (e.g. you should probably go to the doctor; it would be best to get some rest). • Talking about when you were last sick, and how long for. <p>Grammar points:</p> <ul style="list-style-type: none"> • Offering advice/suggesting someone should do something by using ～たらい い or ～ほうがいい. 	<p>Course Material</p>	<p>1. Introduction: At the Doctor's 2. Grammar: At the Doctor's 3. Listening Comprehension: At the Doctor's 4. Reading Comprehension: At the Doctor's 5. Writing: At the Doctor's 6. Speaking: At the Doctor's 7. Authentic Tasks: At the Doctor's</p>
	<p>Vocabulary lists</p>	<p>Unit 08: At the Doctors - Core Vocabulary Unit 08: At the Doctors - Extra Vocabulary</p>
	<p>Assessment</p>	<p>Copy of Intermediate Unit 08: At the Doctor's</p>

<ul style="list-style-type: none"> Asking someone not to do something, using ~ないてください. Questions within a larger sentence, using ~か~. Indicating frequency, using ~かい. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> Health in Japan: wearing face masks. The healthcare system in Japan. 		
<p>Unit 09: Teenage Life</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"> Talk about high school student life (club activities and classes). Talk about university and future plans. Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Informing someone what year you are in school (e.g. 2nd year middle school student / 3rd year high school student). Discussing university/future plans/graduation – where and when you plan on studying, and your preferred career. Talking about what subjects you study (e.g. History and Science). 	<p>Course Material</p>	<ul style="list-style-type: none"> 1. Introduction: Teenage Life 2. Grammar: Teenage Life 3. Listening Comprehension: Teenage Life 4. Reading Comprehension: Teenage Life 5. Writing: Teenage Life 6. Speaking: Teenage Life 7. Authentic Tasks: Teenage Life
	<p>Vocabulary lists</p>	<ul style="list-style-type: none"> Unit 09: Teenage Life – Core Vocabulary Unit 09: Teenage Life – Extra Vocabulary
	<p>Assessment</p>	<ul style="list-style-type: none"> Copy of Intermediate Unit 09: Teenage Life

<ul style="list-style-type: none"> Talking about your part time job (where you work, your wage) and / or hobbies. Making plans with friends over the weekend. <p>Grammar points:</p> <ul style="list-style-type: none"> Express when something becomes something else, using <i>～になります</i>. Express that something is done <i>in order</i> to do something else, or for the purpose of something/someone else, using <i>～ために～</i> or <i>～ための</i>. <p>Cultural focus in this unit:</p> <ul style="list-style-type: none"> High school life in Japan. University life in Japan. 		
<p>Unit 10: Going on an Exchange</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"> Talk about preparation for, and the necessities of, travel. Use time-related vocabulary. Talk about school exchanges. Use relevant kanji. <p>Listening and reading comprehension topics:</p> <ul style="list-style-type: none"> Discussing homestays/host families. Discussing plans to go on exchange (where, for how long, and why). 	<p>Course Material</p> <p>Vocabulary lists</p> <p>Assessment</p>	<p>1. Introduction: Going on an Exchange</p> <p>2. Grammar: Going on an Exchange</p> <p>3. Listening Comprehension: Going on an Exchange</p> <p>4. Reading Comprehension: Going on an Exchange</p> <p>5. Writing: Going on an Exchange</p> <p>6. Speaking: Going on an Exchange</p> <p>7. Authentic Tasks: Going on an Exchange</p> <p>Unit 10: Going on an Exchange - Core Vocabulary</p> <p>Unit 10: Going on an Exchange - Extra Vocabulary</p> <p>Copy of Intermediate Unit 10: Going on an Exchange</p>

- Talking about visas, passports, etc.

Grammar points:

- Expressing an action or state that is still occurring, using まだ.
- Expressing that something has already happened, using もう.
- Expressing that you have experienced the act of doing something before, using ～ことがあります.

Cultural focus in this unit:

- Japanese households.
- Arriving in Japan, and gift-giving/souvenirs (おみやげ).