



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 7 (YEAR 7 – YEAR 10 SEQUENCE)

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

This sample teaching and learning outline provides one possible approach through which the Japanese: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

The sample teaching and learning outline is based on the understanding that students begin their study of Japanese in secondary school with little to no prior experience of the Japanese language and culture. Many will have learnt an additional language in primary school and bring existing language learning strategies, textual knowledge and intercultural awareness to the new experience of learning Japanese. Skills in analysing, comparing and reflecting on language and culture in the languages are mutually supportive. More information related to this curriculum can be found in the Japanese: Second Language Year 7 to Year 10 syllabuses at <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/japanese-7-10>.

This sample teaching and learning outline provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The focus provides a broad context through which the content is taught. The outline suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities
- resources suitable to the focus.

It is not expected that teachers administer all learning activities and assessments. It is at the teacher's discretion which of the suggestions are suitable for formative and/or summative assessments. It is also at the teacher's discretion to use other activities and assessments.

Japanese: Second Language Year 7 (Year 7 – Year 10 sequence) Sample teaching and learning outline

Focus – 私 ^{わたし} について			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example,</p> <p>～先生、おはよう。; さようなら、サイモンさん。; じゃあね。nameです。おはようございます。こんにちは。はじめまして。どうぞよろしく。(with bowing and appropriate eye contact).</p> <p>わたしの ともだちは おもしろいです。; かぞく は 六人です。おとうさんと おかあさんとおねえさんと ぼくと いうと と あかちゃん です。; いうとは 五才 です。; おかあさんは やさしいです。; おとうさんは くるま が すきです。</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, きりつ, れい, ちゃくせき, はい, います。; いません。; だいじょうぶ?; たいへん?; すごい!; よくできました; ありがとうございます; ありがとう。; はい, わかりました。; いいえ, ちよつと わかりません。; 日本語で 何ですか。; すみません, もう いちど。; たって/すわって/かいて/みて/よんで/きいて ください。</p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p>	<p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation</p> <p>Become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i></p> <p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, たって and りょうり</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, noun plus copula, adjective plus copula, and verb, for example, <ul style="list-style-type: none"> subject は noun です。 subject は adjective です。 subject が います。 recognising that pronouns are used far less frequently in Japanese than in English understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> が (subject, topic marker: ～が好きです, ～がいます) の (possession) と (and, with) も (also) understanding the role of sentence-ending particles, such as か and ね 	<p>Students exchange information about self – their name, age, where they live, their birthdate, nationality, family origin, what language(s) they speak, personality and physical appearance. They engage in introductory interactions by exchanging greetings and asking how others are. They follow frequently used classroom instructions.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> greetings and taking leave, for example, おはようございます。こんにちは。はじめまして。 introducing oneself, for example, nameです; 私^{わたし}の名前^{なまえ}は name です。 reading and writing <i>katakana</i> for foreign words, for example, names like Lily, リリー asking about and giving personal information, for example, 名前^{なまえ}は何^{なん}ですか。ぼくの^{なまえ}名前^{なまえ}はトニーです。何^{なん}才^{さい}ですか。十二^{じふに}才^{さい}です。どこに^{どこ}すんでいますか。オーストラリアの^{オーストラリア}パース^{パース}に^にすんでいます。たんじょう^{たんじょう}日^びはいつですか。私^{わたし}の^のたんじょう^{たんじょう}日^びは六月^{ろくがつ}四^{よっか}日^{にち}です。何^{なん}人^{にん}ですか/こく^{こく}せき^{せき}は何^{なん}ですか。オーストラリア^{オーストラリア}人^{にん}です。何^{なん}語^ごをはなしますか。えいご^{えいご}と^とかんこく^{かんこく}ご^ごをはなします。 describing one’s personality and appearance, for example, やさしいです。めはあおいです。 asking how others are feeling, for example, だいじょうぶ? saying what something is, for example, これはえんぴつです。 offering wishes, for example, たんじょう^{たんじょう}日^び、おめでとう^{おめでとう}ございます! counting to 1000 and saying the date, days of the week and months of the year excusing yourself, apologising, thanking someone and their response, for example, すみません。ごめん^{ごめん}なさい、ありがとうございます; ありがとう。 saying you don’t understand and/or don’t know, for example, わかりますか。わかりません、しりません。はい、わかりました。いいえ、あまり^{あまり}わかりません。 <p>Teach actions responses to classroom routines, for example, おはいり^{おはいり}ください。パソコン^{パソコン}をとじて^{とじて}ください。すわって、たって! しやしん^{しやしん}を^をみて! モニター^{モニター}を^を見て^{みて}ください。でんげん^{でんげん}を^をいれて^{いれて}ください。</p> <p>Discuss with students:</p> <ul style="list-style-type: none"> common Japanese customs, for example, bowing the customs of bowing versus hand-shaking when greeting and saying goodbye to others in different social contexts popular Japanese first names situations where formal and informal forms of address are typically used the significance of さん、くん、ちゃん after a person’s name in Japanese and the use of お or ご to signify respect, for example, お名前^{なまえ}、ご家族^{かぞく} the use of 私^{わたし} and ぼく Japanese symbols, for example Mt. Fuji, the flag or martial arts – their provenance and significance, and compare them to Australian equivalents. <p>Text types</p>	<p>Audiovisual texts</p> <p>https://www.1happybirthday.com/birthday_song_japan.php from 1HappyBirthday.com, Japanese Birthday Song Lyrics.</p> <p>https://www.tofugu.com/japan/bowing-in-japan/ Tofugu website, Bowing in Japan and</p> <p>https://www.kcpinternational.com/2017/10/bowing/, KCP International, Bowing in Japan. Bowing in the Japanese culture. The ins and outs of <i>ojigi</i>. The video gives explanation in English of circumstances when, why and how often <i>ojigi</i> is performed and makes the point that <i>ojigi</i> is culturally very important.</p> <p>https://www.tofugu.com/japanese/jikoshoukai/ Tofugu, Your Step-by-Step Jikoshoukai Guide. Formal and informal introductions in Japanese.</p> <p>https://www.youtube.com/watch?v=bQvhiKMoPzY Yokoso Japan. What does it mean to be Japanese? Watch the video and discuss the Japanese culture including symbols, for example, the flag.</p> <p>Websites</p> <p>https://www.familyeducation.com/baby-names/browse-origin/first-name/japanese, familyeducation website, Japanese First Names or https://www.baby chatter.com/, BabyChatter.com. List of common Japanese names.</p> <p>https://japanesetranslator.co.uk/dictionaries/your-name-in-japanese/ Your Name in Japanese. How to translate your name into Japanese.</p>

Focus – 私^{わたし}について

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p> <p>Translate and interpret phrases and short texts from Japanese to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication</p>	<ul style="list-style-type: none"> understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding how to use い and な adjectives in the present tense in basic sentences, such as たのしいです。; ゆうめいです。 understanding and responding to formulaic expressions that use て form, such as 見て ください。; トイレに 行っても いい ですか creating cohesion and flow using conjunctions, for example, そして、それから、でも counting from 1 to 1000 一～千 using common counters and classifiers, such as ～人、～才、～月、～時 understanding the use ofこそあど series in concrete contexts, for example, これ、それ、あれ、どれ building vocabulary that relates to familiar environments, such as self, the family and personal world understanding the use of the prefixes お and ご before some words to indicate respect, for example, お名前は？、ご家族 identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements, such as pronouns <p>Build metalanguage to talk about vocabulary and grammar concepts</p> <p>Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register</p>	<p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: animation, cue cards, description, dialogue, discussion form, interview, introduction, picture book table.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> using key words, context, visual cues, (including pictures and non-verbal signals) to guess meaning using mnemonics to learn the Japanese script <i>hiragana</i> and <i>katakana</i> developing different learning strategies to memorise vocabulary, for example, nouns, verbs or adjectives developing skills to work with people they do not know how to use a bilingual dictionary. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> use greetings as a discussion for introducing the idea that there is no direct translation for certain vocabulary in Japanese, for example, the word こんにちは is used from around 10am until late afternoon; however, this word is literally translated as 'hello' or 'good afternoon' write and/or perform or record introductory dialogues explain the use of particles in the Japanese language, for example, は can be literally translated as 'is'/'am', の indicates possession listen to phone numbers read aloud and write them in <i>kanji</i> prepare a set of questions and interview a class member to find out (five) things about them introduce themselves and provide aspects of personal information, orally and/or in writing listen to/read descriptions of people and respond by, for example, drawing, filling in a table or form use cue cards as prompts to speak and/or write as if they were another person prepare a written description of themselves so that when the descriptions are read (aloud) other students can attempt to guess their identity respond to classroom instructions using formulaic responses play games involving classroom vocabulary, numbers and/or instructions, for example, a simplified version of Simon Says using 今、何時 ですか。 record their thoughts on what it means to be Japanese-speaking and compare them to their own situation, so that in the future they can reflect on them reflect on different social contexts/interactions in their life and what customs they, their friends and family or strangers practise when meeting people, and compare them to what Japanese speakers often do view the animation or read the <i>manga</i> or <i>anime Totoro</i>, and discuss aspects of the animation, for example, the action, characters, setting and point of the story in Japanese and English. Student's research additional vocabulary related to the animation/<i>manga</i>. They adapt the animation/<i>manga</i> to create a picture book suitable for young children. Students read their story to another year level and/or their family to showcase their language learning. 	<p>Online resources</p> <p>https://www.education.vic.gov.au/lang-uagesonline/japanese/resources.htm</p> <p>Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample Teaching and Learning Outline include:</p> <p>Topic 1: Greetings Topic 2: What's your name? Topic 3: In class Topic 4: Numbers 1–10.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>どうぞよろしく！ <i>Douzoyoroshiku!</i> Nice to meet you!</p>

Focus – 私^{わたし}について

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>Understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Explore the relationship between language and culture</p>		

Focus – 家族と友だち

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, ~先生、おはよう。; さようなら、サイモンさん。; じゃあね。nameです。おはようございます。こんにちは。はじめまして。どうぞよろしく。(with bowing and appropriate eye contact). わたしのともだちはおもしろいです。; かぞくは 六人です。おとうさんと おかあさんとおねえさんと ぼくと いもうとと あかちゃんです。; いもうとは 五才です。; おかあさんは やさしいです。; おとうさんは くるまが すきです。</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, きりつ, れい, ちゃくせき, はい, います。; いません。; だいじょうぶ?; たいへん?; すごい!; よくできました; ありがとうございます; ありがとう。; はい, わかりました。; いいえ, ちょっと わかりません。; 日本語で 何ですか。; すみません, もう いちど。; たって/すわって/かいて /みて/よんで/ きいて ください。</p> <p>Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways</p>	<p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation</p> <p>Become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i></p> <p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, たって and りょうり</p> <p>Recognise the relationship between the character-based scripts of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Apply the basic principles of stroke order to read and write simple texts using all <i>hiragana</i>, and simple high frequency <i>kanji</i>, for example, じん・にん, きい, がつ・げつ and numbers 1 to 100</p> <p>Recognise all <i>hiragana</i>, including voiced, contracted and blended sounds, combined and long vowel sounds and double consonants, using the <i>kana</i> chart</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Use the Japanese alphabet for spelling words aloud, recognising similarities to and differences from English and using correct terminology for accents</p> <p>Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> understanding the rule that Japanese sentences end with a predicate and that there are three types of predicates, 	<p>Students exchange information about family and friends – relationships, others’ appearance and personalities, occupations, places of work and pets. They learn expressions to request assistance or permission.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> introducing other people, for example, こちらは name さんです。 family relationships, for example, きょうだいがありますか。あねが一人います。あにが二人です。あねがいません。私の家族は四人います。父と母とあと私です。あにの名前は name です。 asking and giving information about family members and friends, for example, だれですか。 それはだれですか。お母さんの名前は 何ですか。母は name といいます/母の名前は name です。 いとはどんな人ですか。いとはかっこいい人です。かれはかみがくろいです。シドニーにすんでいます。おばあさんはどこにすんでいますか。そばは 大きいうちにすんでいます。 information about what someone does in their life, for example, 大学に行っていますか。はい、小学校 六年生です。でも、学校はあまり好きじゃありません。 occupations and places of work, for example, お父さんのしごとは 何ですか。父のしごとはいしゃです。お父さんはどこではたらいていますか。びょういんではたらいています。 how many and what type of pets they have, for example, ペットを飼っていますか。 モルモットが 三匹います。いいえ、ペットを飼っていません。 counting to 1000 requesting permission or assistance, for example, トイレに行ってもいいですか。たすけてくれませんか。はいってもいいですか。 requesting people to repeat what is said (more slowly), for example, もういちどいってください (おねがいます)。ごゆっくりしてください。 humble and respectful terms for family members, for example, おかあさん、ご家族 asking what a word is in Japanese, for example, 日本語で 何ですか。 <p>Discuss with students:</p> <ul style="list-style-type: none"> common Japanese gestures, their meanings and English equivalents the Japanese writing systems of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> the different counting systems, such as people, animals, general counters and time. <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: audiovisual, conversation, description, dialogue, email, family tree, form, identity</p>	<p>Audio visual texts</p> <p>https://www.youtube.com/watch?v=X6IXlpf-n6k How to introduce yourself in Japanese. The video has both <i>rōmaji</i> and <i>hiragana</i> with <i>furigana</i>.</p> <p>https://www.youtube.com/watch?v=eEJSOzP1VQ Family members video clip in Japanese and</p> <p>https://www.youtube.com/watch?v=ofq8bnNASa0 Occupations video clip in Japanese (basic occupation vocabulary with <i>rōmaji</i>).</p> <p>https://youtu.be/IWR1Ziynt8g, Learn Japanese: Hiragana Symbols or https://hiraganamama.wordpress.com/2010/10/29/hiragana-practice-sheets/</p> <p>Practise your Japanese alphabet by singing a song and writing the characters.</p> <p>https://a1.marugotoweb.jp/en/hiragana_drill.php, Marugoto, <i>Hiragana</i> drills, choose the correct character as you listen to the Japanese alphabet.</p> <p>http://japaneseteachingideas.weebly.com/telephones.html, Japanese Teaching Ideas, On the phone. Resource activities and Japanese oral comprehension exercises. Read aloud the phone numbers in Japanese, ask students to write the phone number into their workbook:</p> <ol style="list-style-type: none"> 046 214 217 048 390 523 08 9 447 0527 06 7 553 9876 02 8 182 6921. <p>https://www.japanesepod101.com/blog/2019/08/16/japanese-body-gestures/, Japanese Hand Gestures and Body Language and</p>

Focus – 家族と友だち

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Japanese to English and vice versa, noticing which words or phrases translate easily and which do not</p>	<p>noun plus copula, adjective plus copula, and verb, for example,</p> <ul style="list-style-type: none"> ▪ subject は noun です。 ▪ subject は adjective です。 ▪ subject が います。 <ul style="list-style-type: none"> • recognising that pronouns are used far less frequently in Japanese than in English • understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> ▪ が (subject, topic marker: ～が好きです、～がいます) ▪ の (possession) ▪ と (and, with) ▪ も (also) • understanding the role of sentence-ending particles, such as か and ね • understanding that the word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles • understanding how to use い and な adjectives in the present tense in basic sentences, such as たのしいです。; ゆうめいです。 • understanding and responding to formulaic expressions that use て form, such as 見て ください。; トイレに行っても いい ですか • creating cohesion and flow using conjunctions, for example, そして、それから、でも • counting from 1 to 1000 一～千 • using common counters and classifiers, such as ～人、～才、～月、～時 • understanding the use ofこそあどseries in concrete contexts, for example, これ、それ、あれ、どれ 	<p>card, movie, passport application, phone number, picture book, research poster, presentation, profile, rap, speech and weblog.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> • self-correction in spoken and written forms, for example, すみません、まちがえました。 • analysing when the informal or formal form of address is required • noticing which words or phrases translate easily and which do not. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • spell their names aloud, and/or record other people’s names as they are said • match descriptions, for example, images to descriptions of people, or professions to places of work • draw (fictitious) family trees based on descriptions of relationships • describe a family based on a (fictitious) family tree • present orally aspects of people, using images displayed as a family tree. Students then question each other about the presentations and/or choose a person from the images and without indicating who it is, describe them and others guess the identity • create a rap after listening to and/or reading texts about other people, summarise the information and write a description of the family structure portrayed • prepare their family tree and use it as the basis to write an introductory email for possible sending to members of another Japanese class or sister school exchange students • describe imagined aspects of people based on images. Discuss how appearances may lead to (incorrect) assumptions about cultures, people and/or languages • read student weblog profiles and/or student identity cards and identify key information. Students identify text structures and language features and compare them to English • using images of ‘suspects’, design their own ‘しめいてはい: Wanted’ poster, providing additional information as required. Alternatively, students could design a profile poster for a member of their family or anime character • listen to words in Japanese and write them or complete missing words in a text. As students become more proficient, they could say words to each other, write words on a mini whiteboard or in their notebook in <i>hiragana</i> or <i>katakana</i> with or without the use of a <i>hiragana</i> or <i>katakana</i> chart • prepare an oral presentation for the class describing a へんな 家族 family. Students could present their work with images displayed in an audiovisual slideshow • participate in a cute baby photo competition. Students provide a photo of themselves and a written description of it. Only the photos are numbered and displayed, then the descriptions are read out and the class guess the identities of the babies in the photos • play games involving numbers to 1000, for example, <i>Buzz or Beep</i> • select from a variety of numbers with two digits the ones that form phone numbers that are read aloud • complete an identity card or passport application for themselves or from a description of someone else • write and/or give a speech as if they were their (imaginary) pet. Alternatively, students could design a poster about their (imaginary) pet 	<p>https://www.tofugu.com/japan/japanese-body-language/, Tofugu, Japanese Body Language and Gestures. Japanese Common Gestures.</p> <p>Online resources</p> <p>https://www.digitaldialects.com/Japanese.htm Audio visual Number games to play in Japanese and http://japaneseteachingideas.weebly.com/counting.html Teaching and learning resources and games about numbers.</p> <p>https://www.education.vic.gov.au/languagesonline/japanese/resources.htm Interactive tasks and printable worksheets on a variety of topics. Some suitable for this Sample Teaching and Learning Outline include: Topic 4: Numbers 1–10 Topic 5: Numbers 1–100.</p> <p>https://insightlanguages.com.au/yonde-kaite-songs/ Insight Languages, The Counting Song.</p> <p>http://simpsonsmovie.com/main.html The Simpsons in Japan movie. https://www.imdb.com/title/tt0701273/ Activities to do with The Simpsons Movie can be found from http://japaneseteachingideas.weebly.com/family.html Activities may include PowerPoints and worksheets.</p> <p>https://jpf.org.au/classroom-resources/resources/movie-happy-family-plan/ Japan Foundation Sydney, Happy Family Plan.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website. <i>Kazoku Family</i></p>

Focus – 家族^{かぞく}と友^{とも}だち

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<ul style="list-style-type: none"> building vocabulary that relates to familiar environments, such as self, the family and personal world understanding the use of the prefixes お and ご before some words to indicate respect, for example, お名前^{なまえ}は?、ご家族^{かぞく} identifying similarities and differences in Japanese and English grammatical rules relating to word order or the use of elements, such as pronouns 	<ul style="list-style-type: none"> translate words from <i>katakana</i>, such as ワンワン and ニャーニャー into English and vice versa and notice the similarities with onomatopoeia words in Japanese. Alternatively, translate a variety of common nouns for example, ハンサム、モルモット and ask student to guess the meaning of the <i>katakana</i> word in English view some Japanese gestures, and compare them to the English equivalents watch the cartoon episode <i>The Simpsons in Japan</i> and discuss stereotypes in the movie. Students then create their own avatar, including a short introductory profile View the movie <i>Happy Family Plan</i> and complete an entry form for the student or a fictional character to be on the show. Act out a scene from the movie. 	

Focus – きょうみ

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example,</p> <p>～先生、おはよう。; さようなら、サイモンさん。; じゃあね。nameです。おはようございます。; こんにちは。はじめまして。どうぞよろしく。(with bowing and appropriate eye contact).</p> <p>わたしの ともだちは おもしろいです。; かぞく は 六人です。おとうさんと おかあさんとおねえさんと ぼくと いもうと と あかちゃん です。; いもうとは 五才 です。; おかあさんは やさしいです。; おとうさんは くるま が すきです。</p> <p>Engage in individual and collaborative tasks that involve working together to create displays, presentations or performances to showcase their language learning for family, friends and their school community</p> <p>Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, きりつ, れい, ちゃくせき, はい, います。; いません。; だいじょうぶ?; たいへん?; すごい!;</p> <p>よくできました; ありがとうございます; ありがとう。;</p> <p>はい, わかりました。;</p> <p>いいえ, ちよっと わかりません。;</p> <p>日本語で 荷ですか。;</p> <p>すみません, もう</p> <p>いちど。; たって/すわって/かいて</p> <p>/みて/よんで/きいて ください。</p>	<p>Recognise and reproduce features of the Japanese sound system, including pitch, accent, rhythm and intonation</p> <p>Become familiar with how sounds are produced and represented in the three different scripts <i>katakana</i>, <i>hiragana</i> and <i>kanji</i></p> <p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, たって and りょうり</p> <p>Recognise the relationship between the character-based scripts of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> using the rule that Japanese sentences end with a predicate and that there are three types of predicates; noun plus copula, adjective plus copula, and verb, for example, <ul style="list-style-type: none"> subject は noun です。 subject は adjective です。 subject は object を verb ます。 understanding that pronouns are used far less frequently in Japanese than in English understanding and using a range of particles to perform different functions, for example, <ul style="list-style-type: none"> は (subject, topic marker) が (subject, topic marker: ～が好きです、～がいます) を (object) に (time, destination) で (transport) 	<p>Students exchange information about interests – hobbies, sports and pastimes. They also research and exchange information about a Japanese city and view an animation or <i>manga</i>, responding to teacher talk associated with the text.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> interests, for example, しゅみは 何 ですか。ひまなときに 何 を しますか。私 の しゅみは りょうり です。ともだちと コンピューター・ゲーム を します。一番 好きな しゅみは ピアノ です。 what instruments and sports they play, for example, がっきを ひきますか。ギターを ひきます。フルートを ふきます。スポーツを しますか。はい, すいじょうスキーを します。 when they participate in their interests, for example, いたいそうを しますか。学校 のあとで, 月 よう 日に, しゅうまつに, まいにち フットボールを します。 how often they participate in their interests, for example, よく クラリネットを ふきますか。しゅうに 二回 クラリネットを ふきますか。 where they participate in their interests, for example, どこで りくじょうを れんしゅう しますか。こうてい で れんしゅう します。 why they like various hobbies, sports or interests, for example, なぜ, おんがくが 好き ですか。おもしろい からです。あにも 好き だからです。 where and when people in general participate in hobbies, sports or interests, for example, オーストラリアの どこで ロッククライミングを しますか。カナダでは どこで スキーを しますか。日本 では いつ サッカーを しますか。冬 に サッカーを します。 <p>Teach actions and responses to instructions associated with electronic learning, for example, リンクを クリック してください。あたらしいドキュメントを ひらきます。USBメモリーに ほそん してください!</p> <p>Discuss with students:</p> <ul style="list-style-type: none"> popular hobbies, sports and interests among young Japanese people how cultural backgrounds may reflect their and others’ interests, habits and/or family traditions countries that are Japanese-speaking or which have a history of Japanese influence and how this impacts their culture, for example, <i>Hawaii</i> 人。 <p>Text types</p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: blog post, email, film, animation, graph, interview, manga, message, questionnaire, pie chart, picture book, postcard, poster, (slideshow) presentation, rap, schedule, speech, storybook, subtitles, summary, survey, table and TV segment.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> manipulating known elements in a new context considering possible strategies to complete a task and selecting the most appropriate 	<p>Audio visual texts</p> <p>https://matcha-jp.com/en/6077, Matcha, Self-Introduction In Japanese! 16 Phrases You Should Know. Talking about yourself in Japanese.</p> <p>https://youtu.be/ZJH6P0zeSwQ, Shumi wa nan desu ka. Hobbies in Japanese. https://youtu.be/rJl6pFTtdBQ Japanese Lesson, Hobbies.</p> <p>https://youtu.be/4drYt7qCRU, Learn Japanese with PuniPuniJapan, Japanese Vocabulary - Sports in Japanese – スポーツ.</p> <p>https://asiasociety.org/education/japanese-language, Centre for Global Education, The Japanese Language. Japanese speaking countries or https://www.lingualift.com/blog/japanese-dialects-ben-hougen/ Lingualift, Japanese Dialects: From Familiar To Unintelligible. Where is Japanese spoken in the world? Where are dialects spoken around Japan. These two website explain in English some of the places where Japanese is spoken and the different dialects spoken around Japan.</p> <p>http://japaneseteachingideas.weebly.com/festivals--culture.html, Japanese Teaching Ideas, Gesture worksheets and activities.</p> <p>https://doyouknowjapan.com/language/ Encyclopaedia Japan, Japanese Language. The ins and outs of the Japanese language.</p> <p>Websites</p> <p>https://en.wikipedia.org/wiki/Japanese_language Japanese Language Wikipedia.</p>

Focus – きょうみ

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas</p> <p>Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language</p> <p>Translate and interpret phrases and short texts from Japanese to English and vice versa, noticing which words or phrases translate easily and which do not</p> <p>Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication</p>	<ul style="list-style-type: none"> ▪ の (possession) ▪ と (and, with) ▪ も (also) <ul style="list-style-type: none"> • using basic time expressions, such as clock times, months, for example, 一時、二月 • building vocabulary that relates to familiar environments, such as the classroom, school and personal world • understanding the rules of verb conjugation, for example, ます、～ましょう、～ました、～ません、～ませんでした • understanding different question words, such as 荷、どこ、荷時、なにで、どんな、いつ、だれ、いくら • using a range of verbs related to daily activities, for example, 行きます、見ます、たべます、かきます、よみます、ききます、はなします、します <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English</p> <p>Explore the relationship between language and culture</p>	<ul style="list-style-type: none"> • how to use a bilingual dictionary, including reading beyond the first information given in an entry to find the most suitable expression for a given context. <p>Learning activities and/or assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> • listen to and/or read texts about other people and complete a schedule of what they do on different days of the week • listen to and/or read texts describing people and their interests, summarise the information in a table and propose 'perfect matches' or decide who they would like as a friend. They justify their choices by referring to information in the texts • complete a speed dating questionnaire and use cue cards to rate friends • produce an introductory speech as an audiovisual clip or slideshow presentation to show to another Japanese class • write a post for a young Japanese speakers' blog about their interests • plan questions for, then conduct, a survey among their classmates to ascertain information about interests. Students summarise their findings visually, for example, in a graph or pie chart, and use this as an aid to accompany a presentation to the class • create a class wall display of all class members interests and hobbies with photos and captions in Japanese • choose one martial art or cultural pursuit and produce a short video segment for a TV program called 日本のぶんか. Include an interview with someone who practises this pursuit • compose a message of 60-80 <i>ji</i> about aspects of their after-school activities • use the <i>Sumo Picture Book</i> to recreate their own a storybook about their own hobby • view images of people, and guess aspects of their personality and interests, then listen to texts about the people to assess the guesses • choose a Japanese-speaking country or an area within Japan that speaks a Japanese dialect and research why its inhabitants speak Japanese and how its past influences modern-day culture or the changes to the language. Students write a postcard from, or design a poster about, an imagined person from the country in which they provide basic information about the culture/lifestyle. They show evidence of their research by providing information in Japanese. Students reflect the culture of the country with images and/or comparison with Australia. They display their work to showcase their language learning to the school community and reflect on their own culture(s), what they have learned and how they might interact with people from the country, for example, topics to avoid or talk about • translate short written Japanese texts related to the focus into English and note the similarities and differences • research a famous Japanese speaker and give a presentation about him/her. Students invent details to add interest • create a TV segment titled オーストラリアのしゅみ, in which they interview friends and family members about their hobbies and leisure activities, providing a Japanese commentary or subtitles during the segment. 	<p>https://culturalatlas.sbs.com.au/japanese-culture or https://culturalatlas.sbs.com.au/japanese-culture/japanese-culture-core-concepts#japanese-culture-core-concepts Information on the core concepts of the Japanese culture and Japanese migration to Australia.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/languageonline/japanese/resources.htm</p> <p>http://japaneseteachingideas.weebly.com/sport.html</p> <p>http://japaneseteachingideas.weebly.com/hobbies.html Interactive tasks and printable worksheets on a variety of topics. Some suitable for this sample teaching and learning outline include:</p> <p>Topic 7: Friends.</p> <p>https://jpf.org.au/classroom-resources/resources/sumo-picture-book/ Japan Foundation, Sydney, Sumo picture book.</p>