



## SAMPLE TEACHING AND LEARNING OUTLINE

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**JAPANESE: SECOND LANGUAGE**

**YEAR 8 (YEARS 7–10 SEQUENCE)**

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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 in Year 8, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 7, and the understanding required of students to communicate in Japanese, focusing on extending their oral and written communication skills and their understandings of Japanese language and culture. Students increasingly work independently to analyse, reflect on, and monitor their language learning and intercultural experiences; however, they still require guidance through modelling, scaffolding, and monitoring. More information related to this curriculum can be found in the Japanese: Second Language Year 7 to Year 10 syllabuses <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 8 (Years 7–10 sequence) Sample teaching and learning outline

Focus – 日常生活 (Daily life)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, and compare routines, interests and leisure activities, for example, 何年生ですか。; 八年生です。; すうがくが好きです。九時に おきます。; それから、あさごはんを たべます。えいがに行きます。; すしが 好き です。でも、さしみが 好き じゃない です。すしが好き です。でも、さしみが 好きじゃない です。スポーツが 好き です。; スポーツが 好き です。; サッカー を しますか。; 何時に しますか。; 四時 に サッカー を します。 サッカー が 好き ですか。; ぼく も 好き です。; 日本の レストラン に 行きましょう。</p> <p>Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a Japanese restaurant or organising a class event</p> <p>Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing personal preferences and responding to others' contributions, for example, Tia さん は いません。; はい、います。; おやすみ です。; おくれて すみません。; じょうず です ね。; いい ですね。; よく できまし た。; すごい ですね。; もうちよつと です。; がんばりましょう。</p>	<p>Engage with authentic spoken language, recognising how words blend</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, サッカー and ジョギング</p> <p>Understand 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 words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 私 は 十三才 で す。</p> <p>Understand the use of basic Japanese punctuation marks, such as まる (。), てん (、) and <i>katakana</i> long vowel mark (ー), for example, in a student's name, such as サリー</p> <p>Read and write all <i>katakana</i>, including voiced, unvoiced, 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>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"> <li>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"> <li>subject は noun です。</li> <li>subject は adjective です。</li> </ul> </li> </ul>	<p>Students maintain interactions with peers and known adults orally and in writing to talk about aspects of school, social life, compare routines, interests and leisure activities.</p> <p><b>Assumed prior learning</b></p> <p>Prior to this focus, student need knowledge of vocabulary and grammatical elements associated with the content of the Japanese: Second Language Year 7 (Years 7–10 sequence) syllabus.</p> <p><b>Teaching</b></p> <p>Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> <li>talking about people, places and things at school using nouns and adjectives; for example, エマさんは中学校三年生です。かがくはおもしろいです。かがくの先生はたのしいです。むずかしいテキストです。生とはコンピューターがあります。</li> <li>discussing likes and dislikes about people, places, and things; for example, おんがくが好きですか。はい、好きです。いいえ、好きじゃないです。</li> <li>saying you can or can't do a subject, sport or hobby; for example, 日本語ができますか。はい、日本語ができます。いいえ、日本語ができません。</li> <li>talking about things you can or can't do; for example, えいごがじょうずです。びじゅつがへたです。</li> <li>using adjectives to describe people, places and things; for example, わたしの先生はしんせつです。オーストラリアの学校はモダンでひろいです。</li> <li>talking about daily routines; for example, 学校の前に何をしますか。七時におきます。あさごはんのあとで、はをみがきます。あさごはんにお母さんはトーストをつくります。</li> <li>talking about before-school and after-school activities using general and specific time words; for example, いつテニスをしますか。学校のあとで、水よう日にテニスをします。学校の前にピアノのレッスンをします。</li> <li>talking about weekend activities; for example, しゅうまつに何をしますか。しゅうまつによくえいがをみますか。ぜんぜんえいがを見ません。たかいからです。</li> <li>discussing free time activities; for example, ひまなときに何をしますか。ひまなときによく ネットフリックスをみますか。はい、ときどきネットフリックスをみます。</li> <li>using frequency words to express how often you do things; for example, よくすいえいをします。でも、あまりサッカーをしません。</li> <li>asking and responding to questions about objects/things; for example, だれのけいたいですか。わたしのけいたいです。これはわたしのけいたいではありません。</li> <li>using sentence-ending particles ね and よ; for example, たかいですね。そうですね。やすいよ。</li> <li>asking how something was and responding; for example, やすみはどうでしたか。おもしろかったです。</li> </ul>	<p><b>Audiovisual texts</b></p> <p>Marugoto – Topic 5: せいかつ <i>Seikatsu</i> Daily Life, Talk about when to have a party <a href="https://a1.marugotoweb.jp/en/can-do26.php">https://a1.marugotoweb.jp/en/can-do26.php</a></p> <p>Marugoto – Topic 5: せいかつ <i>Seikatsu</i> Daily Life, Talk about your daily routine <a href="https://a1.marugotoweb.jp/en/can-do24.php">https://a1.marugotoweb.jp/en/can-do24.php</a></p> <p>NHK – 写真を撮りましょう Let's take a photo <a href="https://www.nhk.or.jp/lesson/en/lessons/22.html">https://www.nhk.or.jp/lesson/en/lessons/22.html</a></p> <p>NHK – かわいいお守りですね This is a cute amulet, isn't it? <a href="https://www.nhk.or.jp/lesson/en/lessons/12.html">https://www.nhk.or.jp/lesson/en/lessons/12.html</a></p> <p>JapTeach – Japanese Teaching Ideas: <i>Jikanwari</i> Timetables <a href="https://youtu.be/re-XkMxVd_I">https://youtu.be/re-XkMxVd_I</a></p> <p>文部科学省/mextchannel – 「はじめまして！今日からともだち（日本語版）」 <a href="https://youtu.be/dO0rqWQo2Ok">https://youtu.be/dO0rqWQo2Ok</a></p> <p>Japanology Plus – School Club Activities <a href="https://www.dailymotion.com/video/x7liq00">https://www.dailymotion.com/video/x7liq00</a></p> <p><b>Websites</b></p> <p>Japanese Teaching Ideas – DAILY ROUTINES &amp; ACTIVITIES <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a></p>

Focus – 日常生活 (Daily life)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Identify key information and supporting details 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>Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience</p> <p>Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas</p> <p>Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences</p> <p>Translate and interpret short texts from Japanese to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations</p> <p>Engage with Japanese speakers and texts, reflecting on how interaction involves culture as well as language</p> <p>Reflect on own identity, including identity as a user and learner of Japanese, through connecting observations made about experiences or in attitudes to culture and intercultural communication</p>	<ul style="list-style-type: none"> <li>subject は object を verb ます。</li> <li>understanding that pronouns are used far less frequently in Japanese than in English</li> <li>understanding and using a range of particles to perform different functions, for example,             <ul style="list-style-type: none"> <li>は (subject, topic marker)</li> <li>が (subject, topic marker: ~が好きです、~がいます)</li> <li>を (object)</li> <li>に (time, destination)</li> <li>で (transport)</li> <li>の (possession)</li> <li>と (and, with)</li> <li>も (also)</li> </ul> </li> <li>using basic time expressions, such as clock times, months, for example, 一時、二月</li> <li>building vocabulary that relates to familiar environments, such as the classroom, school and personal world</li> <li>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</li> <li>understanding different question words, such as 何、どこ、何時、なにで、どんな、いつ、だれ、いくら</li> <li>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</li> </ul> <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p>	<ul style="list-style-type: none"> <li>describing states of action; for example, もうしゅくだいをしました。</li> <li>discussing what you did on the weekend, and responding; for example, しゅうまつに何をしましたか。おとうととこえんでいぬとさんぽしました。それから、ビデオゲームをしました。</li> <li>suggesting or inviting someone to do something or go somewhere, and responding; for example, 日よう日にデパートでかいものをしましょうか。はい、かいものをしましょう。土よう日にうみに行きましょうか。はい、そうしましょう。水よう日にコンサートに行きませんか。いいえ、水よう日はちょっと。。。</li> <li>talking about school subjects, times and timetables; for example, 火よう日の二時間目にえいごをべんきょうします。一時半から二時十五分まで日本語をならいます。おんがくが好きですか。はい、好きです。いいえ、好きじゃないです。でも、かていかが一番好きです。</li> <li>discussing school canteen menu options; for example, ばいてんで何をかいますか。ラーメンをかいます。何にしますか。すしにします。ごちゅうもんは？うどんを一つとすきやきを三つください。アイスクリームはいくらですか。100円です。</li> <li>talking about school events, such as sporting or music competitions, school plays, barbeques or social nights; for example, すいえいたいはいいつですか。土よう日です。3月6日です。バーベキューは何よう日ですか。らいしゅうの水よう日です。</li> <li>using a range of particles to indicate は (subject, topic marker), が (subject, topic marker: ~が好きです、~がいます), を (object), に (time, destination), で (transport), の (possession), と (and, with), も (also); for example, サラさんはベンくんにごぜん十時にしんかんせんでじんじやにいきます。おにいさんはお母さんとケーキをつくりました。</li> </ul> <p>Discuss with students:</p> <ul style="list-style-type: none"> <li>the time school starts and finishes in Australia and Japan</li> <li>Japanese school subjects and afterschool clubs, and cram school (じゅく)</li> <li>compulsory years of schooling in Australia and Japan</li> <li>year levels, age groups and stages of schooling; for example, ようちえん、小学校、中学校、高校</li> <li>the school year and school holidays</li> <li>school canteens and food stalls</li> <li>school assemblies and special ceremonies.</li> </ul> <p><b>Text types</b></p> <p>For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: comic strip, conversation, description, discussion, email, interview, presentation, summary, survey, timetable.</p>	<p>Japanese Teaching Ideas – SCHOOL, STATIONERY, SUBJECTS, and CLASSROOM EXPRESSIONS  <a href="http://japaneseteachingideas.weebly.com/school.html">http://japaneseteachingideas.weebly.com/school.html</a></p> <p>AJALT – Learning Supplements  <a href="https://www.ajalt.org/sfyj/">https://www.ajalt.org/sfyj/</a></p> <p>Flippity – Japanese Sentence Randomizer  <a href="https://www.flippity.net/ra.asp?k=1SaJtWq3LnU1tQnsfYnwrVlZB_xDWblhMq_Cq21dzes">https://www.flippity.net/ra.asp?k=1SaJtWq3LnU1tQnsfYnwrVlZB_xDWblhMq_Cq21dzes</a></p> <p>Note: teacher-generated resource in online tool using Flippity randomiser</p> <p>Languages Online – Topic 14: The things I do  <a href="https://www.education.vic.gov.au/languageonline/japanese/topic_14/index.html">https://www.education.vic.gov.au/languageonline/japanese/topic_14/index.html</a></p> <p>Languages Online –Topic 16: My day  <a href="https://www.education.vic.gov.au/languageonline/japanese/topic_16/index.html">https://www.education.vic.gov.au/languageonline/japanese/topic_16/index.html</a></p> <p>Wordwall – Japanese verbs 1 by Ppzzwzlof  <a href="https://wordwall.net/resource/3632118/japanese/japanese-verbs-1">https://wordwall.net/resource/3632118/japanese/japanese-verbs-1</a></p> <p><b>Online resources</b></p> <p>Japan Foundation – Verbs and Adjectives Picture Cards  <a href="https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/">https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/</a></p> <p>Genki Japan! – Describing Words in Japanese  <a href="http://www.genkienglish.net/genkijapan/adjectivesjapanese.htm">http://www.genkienglish.net/genkijapan/adjectivesjapanese.htm</a></p> <p>Languages Online – Topic 15: Telling the time  <a href="https://www.education.vic.gov.au/languageonline/japanese/topic_15/index.html">https://www.education.vic.gov.au/languageonline/japanese/topic_15/index.html</a></p>



Focus – 日常生活 (Daily life)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
	<p>Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences</p> <p>Examine linguistic features in texts to understand that Japanese, like all languages, varies according to participants, roles and relationships, situations and cultures</p> <p>Understand the dynamic nature of Japanese, and how it influences and is influenced by other languages and cultures</p> <p>Explore the relationship between language and significant cultural values or practices in Japanese, English and other languages</p>	<p><b>Language learning and communication strategies</b></p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> <li>identifying patterns and features</li> <li>paraphrasing and simplifying linguistic elements to create new text</li> <li>using a <i>kana</i> chart when reading and writing all <i>katakana</i></li> <li>using <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></li> <li>reinforcing dictionary skills.</li> </ul> <p><b>Learning activities and assessments</b></p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> <li>exchange information about subjects students study in Australia and Japan</li> <li>write their school timetable in Japanese and use the 24-hour clock</li> <li>survey school subject preferences and discuss reasons why some subjects are more popular than others</li> <li>listen to conversations about school and daily routines and respond to questions in English</li> <li>view and read descriptions of daily routines, school, interests and leisure activities and complete related cloze, matching, true/false and or short answer activities</li> <li>develop and participate in quizzes about daily routines, school, interests and leisure activities</li> <li>use cue cards as a stimulus to conduct conversations and find out information from others about their daily routines, hobbies, school subject preferences</li> <li>ask and provide information about daily routines, school, interests and leisure activities; for example, 土曜日(どようび)に何を(なに)しますか。土曜日(どようび)にともだちとホッケーを(を)します。</li> <li>discuss opinions and personal preferences related to daily routines, school, interests and leisure activities</li> <li>discuss what foods are most commonly eaten at lunch and complete a survey about the foods they like to purchase from the school canteen. Role play making a purchase from the school canteen</li> <li>write an email to a Japanese pen pal describing a typical school day in Australia</li> <li>discuss with others what they are going to do at a future time, such as the next day, and produce a tally of the results</li> <li>plan questions and conduct an interview with a partner based on daily routines; for example, 学校(がっこう)の日に何時(ひ)におきますか。たいでい、ごぜん七時(しちじ)におきます。ちょうしょく(ちょうしょく)のまえ(まえ)にシャワーを(を)あびます。学校(がっこう)のあとで、ともだちとじゅく(い)に行きます。</li> <li>read simple comic strips, identify their key features/textual conventions</li> <li>create simple comic strips based on a day at school or a weekend activity</li> <li>translate simple comic strips by using a page from a comic strip mentioned above</li> <li>develop an oral presentation for a class. The presentation could be a simple story about interests or leisure activities with text and accompanying images using an application</li> <li>complete formal summative assessment using the following assessment task: <ul style="list-style-type: none"> <li>私(わたし)の一日(いちにち) (My day) <ul style="list-style-type: none"> <li>Part A – students demonstrate their skills in comprehending a written text by completing responses to questions in English</li> </ul> </li> </ul> </li> </ul>	<p>Genki Japan! – Action Words in Japanese <a href="http://www.genkienglish.net/genkijapan/verbsinjapanese.htm">http://www.genkienglish.net/genkijapan/verbsinjapanese.htm</a></p> <p>Quizlet – Obento Deluxe Unit 11 Vocabulary by japaneseatleeming <a href="https://quizlet.com/_3jsslo">https://quizlet.com/_3jsslo</a></p> <p>Japan Foundation – Lesson 17: Describing Contradictory Ideas – In Class <a href="https://www.erin.jp.go.jp/en/lesson/17/vocabulary/">https://www.erin.jp.go.jp/en/lesson/17/vocabulary/</a></p> <p><b>Assessments</b></p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>わたし(わたし) いちにち(いちにち) 私(わたし)の一日(いちにち) (My day)</p>

Focus – 日常生活 (Daily life)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> <li>○ Part B – students demonstrate their skills in writing an email to a Japanese student about daily home and school routines.</li> </ul>	