



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 8 (PRE-PRIMARY–YEAR 10 SEQUENCE)

Acknowledgement of Country

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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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 Pre-primary to Year 10 syllabuses <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/japanese-p-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 (Pre-Primary – Year 10 sequence) Sample teaching and learning outline

Focus – とくべつなぎょうじ (Special events)			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain spoken and written interactions with peers and known adults, using both rehearsed and spontaneous language to discuss and share ideas, views, opinions and experiences of significant social events, special occasions or milestones, for example, ボクシングデーにかいものに行きます。だから、はやくおきます。</p> <p>Engage in tasks that involve planning of experiences and activities, such as a birthday party, Christmas or New Year’s Eve festivities, or community festivals, considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services, for example, イースターにビーチに行きましようか。ビーチは、ちょっと…； キャンプはどうですか。； このT シャツはL サイズですね。ちょっと 大きい です。M サイズをください。</p> <p>Access, summarise and share key ideas from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience</p> <p>Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using descriptive and expressive language to compare perspectives and experiences</p> <p>Respond to a range of imaginative texts, analysing ideas, themes, values and techniques used to engage and entertain audiences and make connections with personal experiences and other imaginative texts in their own language and culture</p>	<p>Understand that <i>katakana</i> is used for loan words and use available combinations of <i>katakana</i> to experiment with Japanese pronunciation of unfamiliar loan words, for example, ホワイトボード</p> <p>Read and write all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Understand the relationship in texts between <i>hiragana</i>, <i>katakana</i> and <i>kanji</i></p> <p>Increase control of context-related vocabulary and elements of the Japanese grammatical system to express a range of ideas and experiences in written and spoken forms, including:</p> <ul style="list-style-type: none"> using verbs to indicate – I want to ~たいです using い and な adjectives in present and past tenses in negative forms such as たのしくなかったです/しずかじゃなかったです using both affirmative and negative forms of particular grammatical elements in different tenses creating cohesion and flow by using conjunctions, for example, だから、それで、それに using counter classifiers, for example, ~時、~分、~つ、~まい、~本 using superlatives, for example, 一ばん好きです using adverbs and intensifiers such as ぜんぜん、たいてい <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p>	<p>The focus of social events and special occasions can be interpreted in several ways. Social events and special occasions could relate to events that are taking place for the individual, their family and friends or their community. In this outline students discuss and share ideas, views, opinions and experiences of significant social events and special occasions.</p> <p>Assumed prior learning</p> <p>Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Japanese: Second Language Year 7 (Pre-primary – Year 10) syllabus.</p> <p>Teaching</p> <p>Teach and reinforce with students’ vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> talking about and identifying different types of social events and special occasions; for example, お正月、バレンタインデー、ホワイトデー、クリスマス、イースター、七五三、こどもの日、ひなまつり。 discussing options about when to go to a social event; for example, 誕生日、母の日、パーティー、おおみそか、はなみ、そつぎょうしき、えんそく、うんどうかい、ぶんかさい。 telling the time; for example, いま、何時ですか。ごご七時半です。 talking about days, dates and months of social events and special occasions; for example, こどもの日はいつですか。こどもの日は五月五日です。 discussing presents, gift giving and receiving; for example, 父の日に何をあげますか。クリスマスに何をもらいますか。たいてい、チョコレートもらいます。 discussing options about what someone is going to wear/want to wear; for example, きものをきます。ジーンズをはきます。スーツをきたいです。イヤリングをしますか。 discussing options about taking different types of transport; for example, バスにのりましようか。しんかんせんでいましよう。でんしゃで行きます。十五分ぐらいかかります。 purchasing tickets on transportation and for entry into an event; for example, チケットをください。きっぷを(一枚)おねがいします。一つおねがいします。 discussing plans for the social event or special occasion; for example, where and when to meet, arrival and departure times, what to see, do and bring, opening times; for example, どこであいましようか。何時につきますか。何時にでますか。何をしますか。何時にあいましようか。何をみたいですか。何をもって行きますか。何時にあきますか。何時にしまりますか。 asking and inviting someone to a social event or special occasion; for example, 「place」に行きませんか。 responding to an invitation to an event in the affirmative or the negative; for example, はい、「place」に行きましよう。はい、そうしましよう。あしたはちょっと。。。「place」はちょっと。。。 giving information about what has/will happen at a social event or special occasion; for example, 八時にえいがを見に行きます。三時にはじまります/おわります。 	<p>Audiovisual texts</p> <p>Japanese Tutorials – Obento Deluxe Course Book GRAMMAR POINT – Inviting & Suggesting https://youtu.be/13x3Hj3G4c0</p> <p>Japanese Language School - MLC Meguro Language Center, Tokyo – Give and receive in Japanese. 「あげます/もらいます/くれます」と「～てあげます/～てもらいます/～てくれます」 https://youtu.be/R-aK2b7vWyy</p> <p>NHK World - Japan – Festivals https://www3.nhk.or.jp/nhkworld/en/on-demand/tag/festivals/?type=tvEpisode&</p> <p>The Excited Wanderer (Japan) – What Are The Top 10 Japan Festivals? Part 1 https://youtu.be/S5vZXFcmOFM</p> <p>Learn Japanese with JapanesePod101.com – Street Food in Japanese Festivals https://youtu.be/C18FA3cSgkw</p> <p>Websites</p> <p>Japan-Guide, Public Holidays and Annual Events https://www.japan-guide.com/e/e2062.html</p> <p>Marugoto Words Collection コレクション Calendar カレンダー https://words.marugotoweb.jp/static_contents/pc/collection/calendar.php?lang=en</p> <p>Online resources</p> <p>Digital Dialects – Months and Days Game https://www.digitaldialects.com/Japanese/Daysmonths.htm</p>

Focus – とくべつなぎょうじ (Special events)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Create and present a range of simple texts that involve imagined contexts and characters, such as raps, poems, picture books or cartoons, selecting appropriate language, rhythms and images to enrich the visual or listening experience</p> <p>Translate and interpret texts, including those that use language with colloquial or cultural association, and consider why there might be differences in interpretation and how language reflects elements of culture</p> <p>Participate in intercultural interactions, with members of the Japanese-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>Identify the structures and key features of familiar texts in Japanese, such as announcements, tickets, advertisements, public signs or <i>manga</i>, to explain the relationship between the language and structure used and the purpose of the text</p> <p>Apply variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that Japanese, like other languages, is constantly expanding to include new words and expressions in response to influences such as globalisation and exposure to other languages and cultures</p> <p>Analyse the ways in which choices in everyday Japanese language use reflect cultural practices and values</p>	<ul style="list-style-type: none"> discussing the types of food served at social events or special occasions; for example, ^{しょうがつ}お正月におせち料理を食べます。 <p>Discuss with students:</p> <ul style="list-style-type: none"> the significance of and customs associated with Australian and Japanese holidays the types of gifts given on significant days or special occasions how cultural values are reflected in significant social events, special occasions and milestones. <p>Text types: For the learning activities and assessments selected, expose students to, and teach as required, the textual conventions of the following: an account, calendar, conversation, description, discussion, email, invitation, list, messages, poster, presentation, role-play.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> identifying patterns and features paraphrasing and simplifying linguistic elements to create new text reinforcing dictionary skills. <p>Learning activities and assessments</p> <p>In teaching the content, choose from the following and instruct/require students to:</p> <ul style="list-style-type: none"> talk about and make a list of significant social events and special occasions make a yearly calendar of special events in Australia and Japan write and respond to spoken or written invitations or messages write an invitation/email to a friend to invite them to a social event or special occasion perform a role-play inviting a friend to a social event or special occasion read or listen to texts related to significant days or special occasions and respond to questions in English read, listen to and write short texts related to special occasions which are celebrated in Japan make a list of words and phrases related to celebrations in Japan such as ^{しょうがつ}お正月、バレンタインデー、ホワイトデー、^{たんじょうび}誕生日。 view and read descriptions of significant social events or special occasions and complete related cloze, matching, true/false and/or short answer activities develop and participate in quizzes about significant social events or special occasions use cue cards as a stimulus to conduct conversations and find out information from others about significant social events or special occasions ask and provide information about significant social events or special occasions; for example, 七五三 discuss opinions and personal preferences related to significant social events or special occasions discuss what foods are most commonly eaten at significant social events or special occasions role-play making a purchase from a shop for a social event or special occasion write an invitation to a Japanese friend inviting them to a significant social event or special occasion develop an oral presentation for a class. The presentation could be a simple story with text and accompanying images using an application complete a formal summative assessment using the following assessment task: 	<p>Meguro Language Centre, Japanese Language School, Tokyo Japan – あげます、もらいます、くれます、<i>Agemasu, Moraimasu, Kuremasu</i> https://www.mlcjapanese.co.jp/n5_01_33.html</p> <p>Japanese Teaching Ideas – Valentine’s Day and White Day (February 14 and March 14) http://japaneseteachingideas.weebly.com/valentines-day.html</p> <p>Flippity – Randomizer https://www.flippity.net/ra.asp?k=1SaJtWq3LnU1tQnsfYnwrVlZB_xDWbIhMq_Cq21dzes</p> <p>Japan Foundation, London Language Centre – カ Chikara- Resources for GCSE Japanese, M-10 Birthday 1, M-11 Birthday 2, T-17 Special Days https://www.jpff.org.uk/language/exercises/list.php</p> <p>Marugoto Japanese Learning: Communication Activities – Topic 6 やすみのひ 1, Lesson 12, Shall we go together? https://a1.marugotoweb.jp/en/</p> <p>Wordwall – Y8 Reading Dates (months and day) in kanji https://wordwall.net/resource/38035848/japanese/y8-reading-dates-months-and-day-in-kanji</p> <p>Assessment</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>I love Valentine’s Day! (<i>Barentaindei ga daisuki!</i>) バレンタインデーがだいすき！</p>

Focus – とくべつなぎょうじ (Special events)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> ▪ <i>Barentaindei ga daisuki!</i> バレンタインデーがだいすき！ (I love Valentine's Day!) <ul style="list-style-type: none"> ○ Part A - students demonstrate their skills in comprehending a spoken text to convey information on how Valentine's Day and White Day are celebrated in Japan ○ Part B - students demonstrate their skills in writing in Japanese by designing a bilingual poster to show how Valentine's Day and White Day are celebrated in Japan. 	<p>https://k10outline.scsa.wa.edu.au/_data/assets/pdf_file/0009/505449/Assessment-Task_Japanese-Second-Language_Year-8_Barentaindei-ga-daisuki.PDF</p>