



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 7 (PRE-PRIMARY – YEAR 10)

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 knowledge, understandings and skills students have learned during two hours per week of Japanese: Second Language studies from Years 3 to 6. More information related to this curriculum can be found in the Japanese: Second Language Pre-primary to Year 10 syllabuses at <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 7 (Pre-primary – Year 10 sequence) Sample Teaching and Learning Outline

Focus – わたし/ぼくのこと			
Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースの夏はとてもあついですよ。; あのレストランはおいしいです。だから、いきましょう。; わたしはうちから学校まであるきます。でも、友だちはバスで行きます。</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう。; バスでえんそくに行きます。</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and</p>	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the ‘u’ is devoiced in normal speech</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車; 小さい木</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles, for example, が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ~から ~まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちに兄とごはんを食べます。 using い and な adjectives in the present tense in negative forms, for example, おいしいくないです。; しずかじゃないです。 	<p>Students exchange information, give opinions, share thoughts and feelings on their own and others’ hobbies, collections and pastimes, personalities, when and where they were born (and died), pets and family relationships.</p> <p>Teaching</p> <p>Teach and reinforce vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> hobbies and pastimes, for example, しゅみは何ですか。わたしのしゅみはピアノとゲームです。ひまな時に何をしますか。よくコンピューターでゲームをします。 what instruments and sports they play, for example, どんなスポーツをしますか。やきゅうをします。どんながっきができますか。ピアノができます。でも、じょうずじゃないです。 how often they participate in their hobbies, sports or pastimes, for example, まい日やきゅうをします。そして、ときどき、サッカーをします。 where they participate in their hobbies, sports or pastimes, for example, 学校でやきゅうをします。こうえんでテニスをします。 why they like their hobbies, sports and pastimes, for example, サッカーはたのしいです。だから、好きです。 what they used to play when they were younger, for example, 小さい時、からてをしました。 describing friends and family, for example, 父は先生です。いつもいそがしいです。わたしのしん友はセーラさんです。 describing physical appearance and personality, for example, お母さんは、せがたかいです。わたしのしん友は、目が大きいです。 how many and what type of pets students have and used to have, for example, いぬを二ひきかっています。とりを三わかっていました。ペットをかっていません。 <p>Discuss with students:</p> <ul style="list-style-type: none"> popular hobbies, sports and pastimes among young Japanese people popular Japanese pets. <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: description, email, interview, <i>manga</i>, poster, presentation, profile, role play, speech, summary, survey.</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 clues (including pictures and non-verbal signals) to guess meaning developing skills to work with others making lists of related vocabulary to aid memory 	<p>Audiovisual texts</p> <p>https://schoolsequella.det.nsw.edu.au/file/fce83cb9-434f-4cab-a070-32ad7a86d0a0/1/go-nihongo.zip/index.htm</p> <p><i>Go Nihongo</i> – Introducing myself – Students introduce themselves in Japanese. This activity can be accessed from https://www.scootle.edu.au/.</p> <p>https://schoolsequella.det.nsw.edu.au/file/fce83cb9-434f-4cab-a070-32ad7a86d0a0/1/go-nihongo.zip/index.htm</p> <p><i>Go Nihongo</i> – Pet Competition – The Japanese class has decided to hold a pet show. Meet their pets and see if you agree with the judges' decision.</p> <p>https://www.scootle.edu.au/</p> <p>Speed Dating – Toshi goes speed dating to find himself a girlfriend.</p> <p>Audio texts</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00156/en/render.do</p> <p><i>Minnan Kyoza</i> – People introduce themselves and give information about their families and hobbies.</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00127/ja/render.do</p> <p><i>Minnan Kyoza</i> – People describe their families.</p> <p>Online resources</p> <p>https://minnanokyoza.jp/kyozai/top/en/render.do</p> <p><i>Minnan kyoza</i> – This website has a wide variety of resources including flashcards, audio texts and cultural information about topics, such as sports</p>

Focus – わたし/ぼくのこと

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<ul style="list-style-type: none"> using noun phrases with an adjective, for example, <i>きれいなうみです。</i>; <i>おいしいレストランです。</i> understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding the role of sentence-ending particles in conversation, for example, <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis using adverbs as formulaic expressions, for example, <i>いつも</i>、<i>ときどき</i> creating cohesion and flow by using conjunctions, for example, <i>でも</i> understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前</i>; <i>先生のご家族</i> <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p> <p>Understand how and why different scripts are used in different types of texts</p> <p>Understand variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p> <p>Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>	<ul style="list-style-type: none"> checking dictionary for meaning of words. <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"> discuss popular Japanese hobbies, sports and pastimes and reflect on why they are popular survey a classmate about their hobbies and pastimes view the audiovisual text <i>Introducing myself</i> and then write their own personal information for their new friends in English view the audiovisual text <i>Pet competition</i>, and then complete worksheets related to the text read texts describing people, summarise the information, propose perfect matches and justify their choices describe family members and/or friends orally or in writing express opinions, give reasons and understand another's point of view about hobbies and pastimes participate in a variety of interactive activities related to hobbies and pastimes write an email to a new Japanese friend, introducing themselves and giving some personal information make a video about their favourite hobbies and interests access and summarise information from written or spoken texts about hobbies and pastimes listen to or read descriptions of people's hobbies and pastimes and decide who they would (not) like as a friend and why listen to or read descriptions of people's families and match to the pictures provided write the profile of a family member or friend write and perform in a role play about attending a Japanese party and introduce themselves using appropriate verbal and non-verbal language to exchange information about their name, age, occupation, likes and dislikes research a famous Japanese person and give a presentation about him/her write and/or give a speech as if they were their pet or an imaginary pet describing themselves translate a text describing a person and compare it to themselves write a profile for an imaginative family based on <i>Sazae-san</i>, Japan's longest-running animation show interview a Japanese <i>anime</i> character of their choice, such as <i>Pikachu</i>, <i>Doraemon</i> or <i>Sailor Moon</i> about their hobbies and interests create own <i>manga</i> about their family or friends hobbies and interests in Japanese design a poster for a Japanese <i>anime</i> family reflect on how their language use, related to the focus of themselves and others, has evolved since primary school. 	<p>and pastimes to support the teaching and learning of Japanese.</p> <p>https://www.education.vic.gov.au/languagesonline/japanese/japanese.htm Languages Online – Interactive activities for various topics including Nice to meet you, My family, Animals, Sports and Parts of the body.</p> <p>http://www.sazaesan.jp <i>Anime – Sazae-san.</i></p> <p>https://www.quia.com/jg/1969515.html Quia – includes flashcards, matching game and concentration game about pets.</p> <p>https://www.quia.com/cz/286632.html Quia – includes flashcards, matching game and concentration game about sports.</p> <p>https://www.quia.com/quiz/728624.html Quia – includes flashcards, matching game and concentration game about family and pets.</p> <p>https://minnanokyozai.jp/kyozai/material/home/en/render.do <i>Minnano kyozai</i> – List of Japanese resources.</p> <p>https://jisho.org Japanese–English online dictionary.</p>

Focus – 学校^{がっこう} せいかつ

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in spoken and written interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースの夏^{なつ} はとてもあついですよ。; あのレストランはおいしいです。だから、行きましょう。; わたしは うちから学校^{がっこう} まであるきます。でも、友だちはバスで行きます。</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半^{じはん}に学校^{がっこう} であいましょう。; バスでえんそくにいきます。</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and</p>	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the ‘u’ is devoiced in normal speech</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車^{おお くるま}; 小さい木^{ちい き}</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles, for example, が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ~から ~まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時^じ にうちで兄^{あに}とごはんを^た食べます。 using い and な adjectives in the present tense in negative forms, for example, おいしくありません。; しずかじゃないです。 using noun phrases with an adjective, for example, きれいなうみです。; おいしいレストランです。 	<p>Students exchange information, give opinions, share thoughts and feelings on their school subjects, timetables, the school and its canteen, and before and after school activities. Students also plan for a member of the Japanese-speaking community to talk about their school experiences and then compare with their own experience.</p> <p>Teaching</p> <p>Teach and reinforce vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> school subjects, times and timetables, for example, 日本語^{にほんご} は何時間目^{なんじかんめ} ですか。水^{すい} よう 日^び の二時間目^{にじかんめ} です。学校^{がっこう} は三時^じ におわります。一時間目^{いちじかんめ} は九時^{くじ} から九時四十分^{くじよんじゅうぶん} までです。すう 学^{がく} はむずかしいです。 before, during and after school activities, for example, 学校^{がっこう} の前^{まえ} にジョギングをします。休み時間^{やす じかん} に何を^{なん} しますか。ひる 休みに^{やす}、友だち^{とも}とひるごはんを^た 食べます。学校^{がっこう} のあとで、サッカーをします。 schools, getting there, buildings and rules, for example, 学校^{がっこう} はパースにあります。バスで 学校^{がっこう} へ 行きます。きょうしつで 食^た べてはいけません。としゃかんではなしてはいけません。 school canteen menu options, for example, ひる 休みに^{やす}に何を^{なに} 食^た べますか。ばいてんですしとサラダをかいます。オレンジジュースはありますか。 school events like sporting, cooking or music competitions, school plays, movie nights, barbecues or dances, for example, 水^{すい} えいたいはいは三月^{さんがつ} です。あしたはえんそくです。きょうはうんどうかいです。 <p>Discuss with students:</p> <ul style="list-style-type: none"> Japanese school subjects and how the names of some subjects are abbreviated hours and days spent at school the time school starts and finishes in Australia and Japan compulsory years of school in Australia and Japan year levels, age groups and stages of schooling, for example, 小学^{しょうがく}一年生^{いちねんせい}、高校^{こうこう}一年生^{いちねんせい} the school year and school holidays school canteens and food vendors school assemblies and cultural ceremonies. <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: comic, description, email, interview, list, plan, poster, report, role play, summary, survey, table, timetable.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> expressing lack of comprehension and asking how to say something in a variety of ways in Japanese 	<p>Audiovisual texts</p> <p><i>Chibi Maruko-chan:</i></p> <ul style="list-style-type: none"> ちびまる子ちゃん アニメ 第2期 331話『まる子、恐怖の通信簿』の巻 https://youtu.be/xUE6-H2PhuU ちびまる子ちゃん アニメ 第2期 238話『夏休みの思い出』の巻 <p>https://youtu.be/uCcWA9Q56U0</p> <p><i>Anime – Chibi Maruko-chan.</i></p> <p>https://www.youtube.com/watch?time_continue=1&v=hL5mKE4e4uU&feature=emb_logo</p> <p>School Lunch in Japan – It’s not just about eating!</p> <p>https://www.youtube.com/watch?v=BC3delZ66Cl&feature=youtu.be</p> <p>School Meals.</p> <p>https://www.youtube.com/watch?v=ZYDOxTSEfpM&feature=youtu.be</p> <p>Satchels filled with memories – <i>Randoseru.</i></p> <p>https://www.youtube.com/watch?v=2oXl2kE1VZ0&feature=youtu.be</p> <p>Elementary School Life in Japan – The School Day.</p> <p>https://www.youtube.com/watch?v=pk7Xt3vcCl8&feature=youtu.be</p> <p>School Events.</p> <p>https://www.asiaeducation.edu.au/public/sites/explorers/japanese/scenarios.html</p> <p>Big Brother Swap – Two big brothers, Akira and James, are going to swap houses for two weeks.</p>

Focus – 学校^{がっこう} せいかつ

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<ul style="list-style-type: none"> understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding the role of sentence-ending particles in conversation, for example, <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis using adverbs as formulaic expressions, for example, <i>いつも</i>、<i>ときどき</i> creating cohesion and flow by using conjunctions, for example, <i>でも</i> understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前</i>; <i>先生のごかぞく</i>。 <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p> <p>Understand how and why different scripts are used in different types of texts</p> <p>Understand variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p> <p>Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>	<ul style="list-style-type: none"> self-correction, both in spoken and written forms. <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"> exchange information on what subjects students study in Australia and Japan and their opinions of them listen to descriptions of school days and complete timetables or answer questions conduct a class survey about school subjects interview a friend about their after-school activities, then write a report about their activities and compare this with Japanese students' activities listen to a conversation and draw a map of a school prepare a plan of the school and label facilities in Japanese, then present it, providing information, such as where facilities are located view the <i>anime Chibi Maruko-chan</i> and compare what they hear and see in the text with their school perform a role play where participants exchange opinions about school subjects compare a typical Japanese high school timetable with their own timetable to see similarities and differences provide information to someone so they can complete a timetable view the audiovisual text <i>School Lunch in Japan – It's not just about eating!</i> and express their opinion about <i>kyushoku</i> view the audiovisual text <i>Satchels filled with memories</i> and compare the <i>randoseru</i> with their school bag listen to texts related to school life and complete a table which summarises the activities write an email to a Japanese friend describing a typical school day read a text of someone's school day and summarise it make a list of rules for their ideal school, including dos and don'ts translate a description of a person's school experience and compare their translation to someone else's view an audiovisual clip of a typical Japanese school and compare it to an Australian school participate in online interactive activities on the topics <i>Telling the time</i>, <i>Sports</i>, <i>The things I do</i>, <i>My day</i>, <i>Going places</i> and <i>World around me</i> read and design a comic strip based on a text about school activities design a comic strip based on a day at school read a text based on a day at school and respond to questions about it in English write the script of a role play based on a text about a day at school design a poster listing the extracurricular activities available at school, including information about what they will learn by attending the activity. 	<p>Audio texts</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00110/ja/render.do <i>Minnano Kyoza</i> – School timetable.</p> <p>Online resources</p> <p>https://jisho.org Japanese–English online dictionary.</p> <p>https://web-japan.org/kidsweb/manga/0710/index.html Kids Web Japan – <i>Manga</i> – October – Sports Day.</p> <p>https://www.education.vic.gov.au/languagesonline/japanese/japanese.htm Languages Online – Interactive activities for various topics including <i>Telling the time</i>, <i>Sports</i>, <i>The things I do</i> and <i>My day</i>.</p> <p>https://www.asiaeducation.edu.au/public/sites/readers/main.htm This activity can be accessed from https://www.scottle.edu.au/. Interactive activities including <i>Going places</i> and <i>World around me</i>.</p> <p>https://www.quia.com/jg/384438.html Quia – School subjects – includes flashcards, matching game and concentration game about school subjects.</p> <p>https://minnanokyoza.jp/kyozai/material/home/en/render.do <i>Minnano Kyoza</i> – List of Japanese resources.</p>

Focus – おめでとう！

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in interactions with peers and known adults, using rehearsed descriptive and expressive language to talk about, give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースの夏はとてもあついですよ。；あのレストランはおいしいです。だから、行きましょう。；わたしはうちから学校まであるきます。でも、友だちはバスで行きます。</p> <p>Engage in tasks and activities that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半に学校であいましょう。；バスでえんそくに行きます。</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or</p>	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車；小さい木</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including;</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles, for example, が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ～から ～まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時にうちで兄とごはんを食べます。 using い and な adjectives in the present tense in negative forms, for example, おいしくありません。；しずかじゃないです。 	<p>Students exchange information, give opinions, share thoughts and feelings on social events at home: celebrating a birthday, having a sleepover, themed party or barbecue. They plan events for Christmas and New Year and send invitations, negotiate the purchase of gifts, and learn aspects of table etiquette.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> giving directions to a person's house, for example, わたしの家はこうえんの前にあります。パースえきからバスで十分です。 a sleepover, themed party or barbecue, for example, 土曜日に、わたしのたんじょう日パーティーに来ませんか。 ideas for suitable Christmas/birthday gifts, for example, 母は本が好きです。；だから、たんじょう日に本を買います。クリスマスにお父さんに何を買いますか。 discussing food and drink customs at social events, for example, *おしょう月に *おもちを食べます。そして、あまざけを飲みます。(*お = prefix) <p>Discuss with students:</p> <ul style="list-style-type: none"> table etiquette, for example, Japanese people eat with chopsticks, thanking before and after eating appropriate behaviour when visiting a Japanese home, for example, removing shoes before entering the house, waiting until being invited to eat or drink, showing respect to elders how to answer the phone significance of and customs associated with Japanese holidays, for example, religious holidays, such as Christmas and New Year stereotypes relating to eating habits, values and/or experiences during celebrations/commemorations in Australia and Japan. <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: advertisement, conversation, description, discussion, email, invitation, letter, list, map, message, note, role play, song, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> cooperating and collaborating with others to solve a problem using graphic organisers, for example, PMI charts and diagrams, to prepare and organise spoken and/or written texts. <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"> sing the Japanese version of the Happy Birthday song, <i>Otanjoubi omedetou</i> give and respond to spoken or written invitations and messages perform a role play about phoning a friend and inviting them to a celebration at their home 	<p>Audiovisual texts</p> <p>https://www.youtube.com/watch?v=Sx2UqSxAPfk&feature=youtu.be <i>Karuta</i> – A Japanese Card Game.</p> <p>Audio texts</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00145/ja/render.do <i>Minnano Kyoza</i> – Role play giving and following directions.</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/languageonline/japanese/japanese.htm Languages Online – Interactive activities for various topics including The things I do and My day.</p> <p>https://www.education.vic.gov.au/languageonline/japanese/japanese.htm Interactive activities – Food and health and Getting around.</p> <p>https://web-japan.org/kidsweb/virtual/house/index.html Kids Web Japan – Japanese houses.</p> <p>https://web-japan.org/kidsweb/manga/0701/index.html Kids Web Japan – <i>Manga</i> – Japanese New Year's Rice Cakes.</p> <p>https://jisho.org Japanese–English online dictionary.</p> <p>https://minnanokyoza.jp/kyozai/material/home/en/render.do <i>Minnano Kyoza</i> – List of Japanese resources.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>https://k10outline.scsa.wa.edu.au/home/year-7-to-year-10/languages</p>

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<p>politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<ul style="list-style-type: none"> using noun phrases with an adjective, for example, <i>きれいなうみです。</i>; <i>おいしいレストランです。</i> understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles understanding the role of sentence-ending particles in conversation, for example, <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis using adverbs as formulaic expressions, for example, <i>いつも</i>、<i>ときどき</i> creating cohesion and flow by using conjunctions, for example, <i>でも</i> understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前</i>; <i>先生のご家族</i>。 <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p> <p>Understand how and why different scripts are used in different types of texts</p> <p>Understand variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p> <p>Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>	<ul style="list-style-type: none"> write an invitation/email to a friend and/or adult regarding a celebration at home, providing date and time, directions to get to their house, what to bring and wear, and requesting a reply reply to an invitation, stating whether they can come or not and providing additional details, such as a request for directions to a house, or an excuse or reason for non-attendance reflect on how history and beliefs are embedded in a culture’s civil and religious holidays and customs read or listen to texts related to food and drink customs in Japan and Australia and present the information in a visual format conduct a class survey of favourite foods discuss the most popular foods served at celebrations like Christmas, New Year and birthday parties in Japan and Australia discuss stereotypical Australian values and experiences at holiday times, such as New Year, Australia Day and Christmas. Students then reflect on how ‘typical’ their family is and the reasons for this participate in interactive activities, for example, The things I do, My day, Food and health, and Getting around write a letter to a Japanese friend, providing information about their birthday celebrations, school holidays and favourite holiday, and/or customs for civic and/or religious holidays in Australia listen to a conversation, take notes and write the email or invitation that came before, for example, a conversation in a restaurant, cinema or museum with ‘clues’ about participants’ names, dates and times and meeting place. Students make up any missing information view a number of possible presents, the associated prices, and descriptions of people and their interests and decide which present/s would be most appreciated. Students propose other suitable presents and the class determines a ‘definitive’ list. Students might also be given a limited amount to spend, from which they have to provide every person with a gift. 	<p><i>Resutoran ni ikimaska?</i></p> <p>Part A – Read an invitation to a restaurant and respond to questions in English.</p> <p>Part B – Write an email response to the invitation in Part A.</p>

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Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and participate in interactions with peers and known adults to exchange information about and give opinions, share thoughts and feelings on people, social events and school experiences, for example, パースの夏^{なつ}はとてもあついですよ。；あのレストランはおいしいです。だから、行きましょう。；わたしはうちから学校^{がっこう}まであるきます。でも、友だちはバスでいきます。</p> <p>Engage in individual and collaborative tasks that involve planning, such as hosting a Japanese class or visitor, an excursion to a Japanese restaurant, or preparing for a real or virtual event, trip or excursion, considering options, negotiating arrangements and participating in transactions, for example, 六時半^{じはん}に学校^{がっこう}であいましょう。；バスでえんそくに行きます。</p> <p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts</p> <p>Respond to imaginative texts by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences</p> <p>Create and present simple, individual and shared imaginative texts such as songs, poems, plays or stories that involve imagined characters, places and</p>	<p>Recognise that <i>katakana</i> is used for loan words, and that these words must be pronounced within the combinations of available Japanese sounds</p> <p>Recognise that in the copula <i>desu</i> and the verb suffix <i>masu</i>, the 'u' is devoiced in normal speech</p> <p>Recognise all <i>katakana</i>, including voiced, unvoiced, contracted and blended sounds using the <i>kana</i> chart</p> <p>Write words and phrases using both <i>kana</i> and <i>kanji</i>, for example, 大きい車^{おおくるま}；小さい木^{ちい き}</p> <p>Use <i>furigana</i> to support the reading of unfamiliar <i>kanji</i></p> <p>Understand and control context-related vocabulary and develop understanding of how to control elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> understanding the different functions of a range of particles, for example, が (topic marker), を (object marker), に (time, date, place, destination, for), と (and, with), で (location, action, means), へ (direction, destination), ～から ～まで (from, as far as, distances) describing daily routines and schedules for a week, using a range of particles to form sentences, for example, 六時^じにうちで兄とごはんをたべます。 using い and な adjectives in the present tense in negative forms, for example, おいしくありません。；しずかではありません。 using noun phrases with an adjective, for example, きれいなうみです。；おいしいレストランです。 	<p>Students exchange information, give opinions, share thoughts and feelings on social events outside the home: going to the cinema, a music concert or a Japanese restaurant. They make arrangements about where and when to meet, how to get there, what to bring, what to wear/not forget and discuss the weather. They negotiate what to see and do and participate in transactions at a café or restaurant and on public transport.</p> <p>Teaching</p> <p>Teach and reinforce with students vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> making arrangements to go to the cinema, for example, しゅうまつにえいがを見ませんか。何をみますか。何時^{なんじ}に行きますか。六時半^{ろくじはん}に学校^{がっこう}であいましょう。 giving opinions about a film, music or food, for example, どんなえいがが好きですか。アクションやラブストーリーが好きです。Jポップはゆうめいです。でも、あまりききません。 dining in a restaurant, for example, お寿司はおいしいですよ。でも、*おさしみは好きじゃないです。(お= prefix) わたしはいつもおちゃを飲^のみます。あのレストランはおいしいですよ。だから日本^{にほん}りょうりのレストランに行きましょう。 public transport, for example, 家^{いえ}からパースまででん車^{しや}とバスでいきます。 the weather, for example, あしたははれです。だから、ピクニックに行きましょう。きょうはさむいですね。パースの夏^{なつ}はとてもあついですよ。 <p>Discuss with students:</p> <ul style="list-style-type: none"> public transport systems in Japanese cities and compare them to systems in Australian cities eating habits at home and at restaurants in Japan and in Australia weather and climate in Japan and the effects these have on, for example, lifestyles, clothing and buildings Japanese cinema and music stars. <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: advertisement, blog posting, conversation, dialogue, diary entry, discussion, email, invitation, menu, message, narrative, note, play, report, role play, script, storybook, survey.</p> <p>Language learning and communication strategies</p> <p>Strategies relevant to this focus include:</p> <ul style="list-style-type: none"> explaining their understanding of a grammatical concept to someone else skimming and scanning to locate key words. <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"> choose, from a selection of invitations and/or advertisements to events, one they would like to attend and explain why participate in transactions at a restaurant (set up in the classroom) 	<p>Audio texts</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00118/en/render.do Minnano Kyozaï – Invite friends for an event such as party or concert</p> <p>https://minnanokyoza.jp/kyozai/material/KTS00121/en/render.do Minnano Kyozaï – Conversation about who did what and how they felt about it</p> <p>https://www.youtube.com/watch?v=0IBThWzb8uo The Cutting Edge [Sushi] – # Tokyo [Japan]</p> <p>Online resources</p> <p>https://www.education.vic.gov.au/languageonline/japanese/japanese.htm Languages Online – Interactive activities – The things I do and Food.</p> <p>http://japaneseteachingideas.weebly.com/directions.html Interactive activities – Places and Getting around.</p> <p>https://jisho.org Japanese–English online dictionary.</p> <p>https://minnanokyoza.jp/kyozai/material/home/en/render.do Minnano Kyozaï – List of Japanese resources.</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>https://k10outline.scsa.wa.edu.au/home/year-7-to-year-10/languages</p> <p>Youkoso ようこそ (Welcome)</p> <p>Part A – Students are to give a short presentation to a group of visiting Japanese students. For their presentation, they are to research three</p>

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<p>experiences, to entertain peers and younger audiences</p> <p>Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other</p> <p>Interact and engage with members of the Japanese-speaking community to share and compare aspects of culture that affect communication and notice how their own culture impacts on language use, for example, ways of expressing feelings or politeness protocols associated with social events</p> <p>Consider how their own biography, including personal experiences, family origins, traditions and beliefs, interests and experience, influences their identity and communication</p>	<ul style="list-style-type: none"> • understanding that the exact word order of noun phrases is not important as long as they appear before the verb and are accompanied by correct particles • understanding the role of sentence-ending particles in conversation, for example, <i>ね</i> for confirming or expecting a response and <i>よ</i> for emphasis • using adverbs as formulaic expressions, for example, <i>いつも</i>、<i>ときどき</i> • creating cohesion and flow by using conjunctions, for example, <i>でも</i> • understanding how to indicate politeness using <i>ご</i> and <i>お</i> prefixes, for example, <i>お名前</i>; <i>先生のご家族</i> <p>Continue to build a metalanguage in Japanese to describe and increase control of grammatical concepts and language elements</p> <p>Understand how and why different scripts are used in different types of texts</p> <p>Understand variations in Japanese language use that reflect different levels of formality, authority and status</p> <p>Understand that the Japanese language has evolved and developed through different periods of influence and change</p> <p>Understand that Japanese language and culture, like all languages and cultures, are interrelated, both shaping and reflecting each other</p>	<ul style="list-style-type: none"> • read menu choices and advise someone on what they should choose • make arrangements with friends to visit a restaurant or cinema • perform in a role play in which they phone a restaurant and make a reservation. Students compare the register of language in this role play with the role play when students discussed an invitation to a friend • leave a phone message when booking a restaurant visit, stating the number of people, time and date, and special dietary considerations • respond to spoken or written weather reports by drawing symbols on a map or suggesting activities that would be suitable. They prepare a weather report for a city/area in Japan, including information on the previous and/or following day's weather • survey classmates about their plans for the weekend • write the script of a role play and perform a scene with friends to discuss an outing on the weekend and its suitability according to a weather forecast. Students discuss where to meet and directions for getting there • write an email to a friend about plans for the weekend • plan an excursion to a cinema or restaurant, discussing expectations, times, modes of transport, meeting point, appropriate attire and/or obtaining parental permission • design a menu for a Japanese restaurant • take part in a role play buying tickets on public transport or at a cinema, according to prompt cards or realia • read the script of a dialogue that takes place in a restaurant, then rewrite it in the narrative form • write a blog posting or a diary entry after viewing restaurant menus and/or cinema posters • listen to a message left on an answering machine and summarise it in English • listen to a message left for another person and leave a message for them in Japanese • in pairs follow prompts on cue cards related to Who? What? When? Where? Why? to produce the script of a play or a storybook for a younger audience based on an outing to a restaurant • reflect on how their language use has evolved since the beginning of the year • listen to a conversation and take notes about when and to where they want to invite a friend • participate in online interactive activities, for example, The things I do, Food, Places and getting around • negotiate with a friend to make arrangements regarding which <i>anime</i> to see, where it's held, what time and how to get there • reflect on how their language use has evolved over the year. 	<p>places that are near where they live, or activities that are special to them.</p> <p>Part B – Students are to write a note in Japanese inviting one of the exchange students to join them on the weekend to visit one of the places or do one of the activities that they spoke about in Part A.</p>