



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE
YEAR 9 (YEARS 7–10 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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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 resource may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred to for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

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 9, learning is characterised by consolidation and progression. The subject builds on the skills and knowledge developed in Year 8, 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 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 9 (Years 7–10 sequence) Sample teaching and learning outline

Focus – 今しゅうまつとうきょうに行きます (Going to Tokyo this weekend)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Initiate and maintain interactions with others orally and in writing to exchange personal information and descriptions and discuss routines and leisure activities, such as when on holiday, for example, 父はせがたかいです。; ケイトリンはかみがながいです。; 母は目が大きくて、ちゃいろです。トムはスポーツがとくいです。; ケイトリンはりががにがてです。; トムはりょうりができます。; ケイトリンはぜんぜんダンスができません。; 兄はくろいズボンをはいています。; ケイトリンはピンクとしろのシャツをきています。; あしたはあめでしょう。; パースははれのちくもりでしょう。; うみに行きたいです。; およぎたくないです。; かいものに行きましょう。; きょうとでなっとうを食べました。</p> <p>Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling or in Japan, arranging an outing, purchasing items/souvenirs or using transport</p> <p>Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, いいですね。; いいえ、それはちょっと。</p>	<p>Understand the basic intonation and phrasing patterns of spoken Japanese, taking the form of a down turning curve and applying it when speaking</p> <p>Identify the use of rising intonation when asking questions, for example, 食べましょうか</p> <p>Convey meaning by appropriately selecting and combining <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters</p> <p>Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the Japanese grammatical system, including:</p> <ul style="list-style-type: none"> • using more time expressions, such as days of the week • understanding and beginning to use a range of particles, for example, <ul style="list-style-type: none"> ▪ へ (direction) ▪ に (time, destination, purpose) ▪ で (location of action, by means, such as ペンで、日本語で) • understanding and using い and な adjectives in the present tense and negative form, such as 大きくないです。しずかじゃないです。 • using verb stems with grammatical features, such as ~たい、~たくない • creating cohesion and flow by using conjunctions, for example, だから、それで、それに、だから、しかし、それに、けれども 	<p>Students maintain interactions with others orally and in writing to exchange and discuss information about leisure activities when on holiday.</p> <p>Assumed prior learning Prior to this focus, students need knowledge of vocabulary and grammatical elements associated with the content of the Japanese: Second Language Year 8 (Years 7–10 sequence) syllabus.</p> <p>Teaching Teach, and reinforce with students, vocabulary and grammatical elements associated with:</p> <ul style="list-style-type: none"> • consolidating linguistic elements related to interests and leisure activities covered in Year 8 syllabus; 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見ますか。はい、ときどきネットフリックスを見ます。 • discussing places of interest and things to do when travelling to a city, such as Tokyo, on holiday; for example, たくさんのとうきょうディズニーランドのりものは、おもしろくてワクワクします。; ゆうめいなていえん、はまりきゅうのけしきは、素晴らしいです。; アニメの好きな人は、とても大きいアニメのまち、あきはばらにかいものに行きます • talking about different means of transport; for example, おだいばに、どうやって行きますか。でんしゃにのって行きます。; とうきょうスカイツリーまでバスで20分です。; 私は金曜日による、しんかんせんでとうきょうに行きます。 • describing the experience of trying different local delicacies when travelling in Japan on holiday; for example, とうきょうでラーメンを食べました。とてもおいしかったです。; かぞくで、しぶやのやきにくレストランに行きました。ぎゅうにくは、とてもやわらかくておいしかったです。; なっとうは、ちょっとへんです。 • describing different weather phenomena and how travel plans may be affected; for example, こんしゅうまつ、とうきょうのてんきはゆきでしょう。だから、あたたかいようふくをもって行きましょう。; せんしゅうまつとうきょうに行きましたが、とてもあつかったです。 • talking about travelling in Japan on holiday and including information about direction, time, destination, purpose and location; for example, らいしゅうの日よう日に、でんしゃで、うえのこうえんにさくらを見に行きます。うえのこうえんで、さくらのしゃしんをたくさんとりたいです。 	<p>Audiovisual texts Learn Japanese with JapanesePod101.com – Japanese Listening Comprehension – Talking About Vacation Plans in Japanese https://www.youtube.com/watch?v=ukOZ0oEBmoo&ab_channel=LearnJapaneseWithJapanesePod101.com</p> <p>Speak Japanese Naturally – Walk and Talk in Jinbouchou in Tokyo Vlog Japanese Listening Practice https://www.youtube.com/watch?v=nITGcHL_zMs</p> <p>Bilibili – [小丸子/日语] 去东京塔 https://www.bilibili.com/video/BV1QP4y1b7pF?p=4</p> <p>Websites G'Day Japan! – Japanese Leisure Activities to Explore for Yourself by Alyssa Low https://www.gdayjapan.com.au/interests/culture/japanese-leisure-activities-to-explore-for-yourself/</p> <p>Japan National Tourism Organisation – Official guide for traveling Japan – Travel Japan https://www.japan.travel/en/au/</p> <p>Japanese Professor – Politeness and Formality in Japanese https://www.japaneseprofessor.com/lessons/beginning/politeness-and-formality/</p> <p>Online resources Blooket https://www.blooket.com/ Note: This website includes interactive</p>

Focus – 今しゅうまつとうきょうに行きます (Going to Tokyo this weekend)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
<p>Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others</p> <p>Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience</p> <p>Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas</p> <p>Translate and interpret texts from Japanese to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning</p>	<ul style="list-style-type: none"> asking and responding to questions, such as ^{なに}何で? (what transport/what method) ^{いくら/いくつ?}いくら/いくつ? building vocabulary that relates to personal world, daily activities, routines and travel understanding Japanese counting systems using units of 10, 100, 1000 and 10,000 and associated <i>kanji</i>, for example, ^{ひゃく}百、^{せん}千、^{まん}万 extending the use of counter classifiers, for example, ^{えん}～円、^{ふん}～分、^{ほん}～まい、^{ほん}～本、^つ～つ、^{にち}～日 (date) <p>Continue to build metalanguage to talk about vocabulary and grammar concepts</p> <p>Analyse how Japanese is used in varying ways to achieve different purposes</p>	<ul style="list-style-type: none"> expressing intentions related to making plans for holiday activities; for example, あしたのごご、レインボーブリッジを見に行きたいです。 ; とうきょうはとてものしかたです。だから、うちにかえりたくないです。 asking questions for clarification when travelling in Japan on the weekend or on holiday; for example, ゆっくりはなしてください。 ; わかりません。もういちどいってください。 expressing agreement or disagreement with others; for example, いいですね。 ; それはちょっと。 <p>Discuss with students:</p> <ul style="list-style-type: none"> similarities and differences between Australian and Japanese teenagers' leisure activities how to get around using public transport, such as buses, trains and <i>shinkansen</i>, in Japan. Information and examples can be found on the website Ling Tokyo as a place to visit for Japanese teenagers on the weekend or on holiday. Refer to the website Japan National Tourism Organisation for more ideas and information culturally specific leisure activities that Japanese teenagers like to engage in; for example, <i>origami</i> (the art of paper folding), <i>ikebana</i> (the art of flower arrangement), <i>Shodo</i> (calligraphy), <i>Sado</i> (tea ceremony), <i>Kyudo</i> (Japanese archery) and how some of these words have become a part of other languages, such as English. More information can be found on the website G'Day Japan how Japanese is used in various ways for different audiences and to achieve different purposes. Detailed explanations about the levels of politeness for different audiences can be found on websites, such as Japanese Professor the use of formal and informal language and why it is important to use the correct register. <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: dialogue, description, discussion, email, interview, itinerary, journal entry, role play.</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 using repair strategies to sustain verbal communication 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"> practise and consolidate vocabulary, sentence and grammatical structures by completing a range of activities and games; for example: <ul style="list-style-type: none"> matching activities using teacher-developed flashcards and/or applications, such as Wordwall and Quizlet memory games using applications, such as Gimkit and Blooket board games using teacher-developed resources or resources from Japan Foundation read-aloud activities, such as Sentence Stealers, Mind Reading and Running Dictation complete a quiz using the slides from Japan Foundation to learn about Japan 	<p>games for the revision of Japanese characters.</p> <p>Quizlet – Travel in Japan https://quizlet.com/37612706/travel-in-japan-flash-cards/</p> <p>Wordwall – Transport in Japan https://wordwall.net/resource/3188681/transport-in-japan</p> <p>Gimkit – Travel by Yuki Asano https://www.gimkit.com/view/6296ec8f326944002347c692</p> <p>Ling – 40+ Easy Transportation Vocabulary in Japanese https://ling-app.com/ja/transportation-vocabulary-in-japanese/</p> <p>Japan Foundation – Quiz: About Japan https://jpf.org.au/classroom-resources/resources/quiz-about-japan/</p> <p>Japan Foundation – Boardgame: Travel Around Japan https://jpf.org.au/classroom-resources/resources/board-game-travel-around-japan/</p> <p>Japanese Teaching Ideas – Travel http://japaneseteachingideas.weebly.com/travel.html</p> <p>Other resources</p> <p>Xouris, S. et al. (2019). <i>Obento Deluxe</i> (5th ed.). Cengage. See Unit 6: I like sushi!, Unit 9: Where to? Who with? How will you get there?, Unit 10: What do you do? and Unit 11: Let's see a movie</p> <p>Kusumoto, K. et al. (2019). <i>Obento Supreme</i> (5th ed.). Cengage. See Unit 5: Shopping, Unit 6: Let's eat! And Unit 12: Cool Japan</p>

Focus – 今^{こん}しゅうまつとうきょう^いに行きます (Going to Tokyo this weekend)

Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> • use cards from Japanese Teaching Ideas to create grammatically accurate sentences using particles, such as に and で • interview Japanese native speakers, such as teaching assistants and/or exchange students, using a teacher-developed questionnaire which includes phrases, such as 食べたい, のみたい, 行きたい and write down their answers in Japanese or English • practise writing <i>kanji</i> following the correct stroke order using teacher-developed worksheets • have students discuss and describe leisure activities they participate in on holiday. Ask students to write a description of one of the activities and then share the information in their description with the class. Invite students to ask questions and share their opinions about their leisure activities when on holiday • read and listen to Japanese texts from textbooks, such as <i>Obento</i>, or teacher-developed resources about leisure activities on holiday that include related key words and sentence structures to: <ul style="list-style-type: none"> ▪ identify <ul style="list-style-type: none"> ○ key words and sentence structures by highlighting or underlying them ○ basic intonation and phrasing patterns of spoken Japanese ○ the use of <i>hiragana</i>, <i>katakana</i> and <i>kanji</i> characters in the written texts ▪ respond in English to a variety of questions, such as <ul style="list-style-type: none"> ○ cloze ○ matching ○ true/false ○ short answers ▪ summarise the spoken or written texts in Japanese ▪ adapt the texts to talk about their choice of leisure activities when on holiday • construct and present sentences orally, or in writing, using key grammatical structures and key words to talk about leisure activities when on holiday • work in pairs to role play two friends making plans to go to Tokyo on the weekend. Students discuss what means of transport to take, places to visit, and the activities and food that they plan to try • watch audiovisual clips of the Japanese cartoon, <i>ちびまる子ちゃん</i>, translate selected sentences from Japanese to English, then students discuss and compare their translations • research in small groups the do's and don'ts of travelling in Japan on holiday and choose one of each to report to the class. The class then compares the findings of each group and ranks them from the most surprising to the least • work in pairs to exchange information in Japanese. Provide each student with a sheet containing parts of the information about a weekend travel itinerary in a Japanese city, such as Tokyo. They take turns asking each other questions in Japanese to obtain the missing information to complete their sheet • participate in a group discussion, entitled しゅうまつ、とうきょうで, to make suggestions, and come to an agreement on how to best spend the weekend in Tokyo. Develop an itinerary that illustrates the time, places, activities, means of transport and food during the stay in Japanese. Students then present their itineraries to the other groups and compare their choices • converse in small groups in Japanese about students' favourite leisure activities on holiday, using teacher-developed questions and/or prompts, such as: 	<p>Teacher-developed resources</p> <p>Flashcards to practise recognition of Japanese vocabulary</p> <p><i>Kanji</i> character writing worksheets</p> <p>Board game resources, which include dice, tokens, a board and cards with questions</p> <p>Questionnaire sheets</p> <p>Itineraries that contain missing information for information gap activities</p> <p>Questions/prompts that guide students through conversation</p> <p>Assessments</p> <p>Accessible on the School Curriculum and Standards Authority website</p> <p>りょうこうにいきましょう (Let's go travelling)</p>

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Communicating	Understanding	Suggested teaching and learning activities and assessments	Resources
		<ul style="list-style-type: none"> ▪ What do you like to do on holiday? ▪ Where have you been on holiday? ▪ Can you describe the weather during your last holiday? ▪ How did you get to the destination? ▪ Who went with you? ▪ Will you go there again? Why or why not? • work in small groups, and provide them with ticket stubs of different means of transport and travel brochures of popular holiday destinations, such as a museum, and engage students in a variety of activities, including: <ul style="list-style-type: none"> ▪ exchanging information in Japanese about the details of these items in pairs ▪ providing descriptions orally or in writing in Japanese ▪ discussing the experience they might have in association with the items ▪ composing a travel journey and/or a travel itinerary related to the items in Japanese • write an email in Japanese to a fictional friend describing a city they visited in Japan on the weekend • discuss leisure activities they like to engage in on holiday and then ask them to: <ul style="list-style-type: none"> ▪ write a journal entry in Japanese about one of their holidays describing what happened, where they went, who they went with, what they did and why it was memorable ▪ present a slideshow with 10 to 15 slides with complete visuals and captions in Japanese, showcasing one of their most memorable holiday experiences, including where they went, who they went with, what they did and why it was memorable • develop a podcast episode discussing their holiday experience. Students can include information, such as: <ul style="list-style-type: none"> ▪ details of the holiday ▪ interesting stories that have happened while they were on holiday ▪ their feelings ▪ recommendations for future holidays or for other people • complete a formal summative assessment using the following assessment task: <ul style="list-style-type: none"> ▪ りょこうにいきましょう (Let's go travelling) <ul style="list-style-type: none"> ○ Part A – students demonstrate their skills in comprehending print texts by completing responses to a series of questions in English ○ Part B – students demonstrate their skills in writing in Japanese by producing the script of a dialogue. 	