



## SAMPLE COURSE OUTLINE

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**JAPANESE: SECOND LANGUAGE  
ATAR YEAR 12**

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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 learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### Japanese: Second Language – ATAR Year 12

#### Semester 1 – Unit 3 – わかい<sup>りよこうしや</sup>旅行者 (Young travellers)

Week	Key teaching points
1–4	<p><b>Introduction</b> Overview of the Indonesian: Second Language course, unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The individual: Travel 旅行</b> Students reflect on their own travel experiences, including highlights and problems, travel preparations: what to take, booking accommodation, transport options and sight-seeing.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• choosing and generating structures appropriate to purpose</li> <li>• using textual structure as an aid to interpretation</li> <li>• advertisement, article, conversation, description, diary entry, discussion, email, film/TV program excerpt, letter.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary, phrases and expressions related to the topic Travel 旅行.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Plain forms (verbs, adjectives, <i>copula</i> 'to be')</li> <li>• Stem + はじめます indicating that one starts doing something</li> <li>• ~てしまいます expressing that you do something completely</li> <li>• ~てしまいます finish doing something with regret</li> <li>• ~ておきます expressing when you do something in preparation; in advance</li> <li>• ~てこまります expressing distress, confusion</li> <li>• ~ても expressing even if an action or condition exists</li> <li>• Finite form よてい indicating intention</li> <li>• Finite form し linking statements or accentuating a reason</li> <li>• Finite form のに even though, despite, although</li> <li>• Finite form NOUN f. forming a complex noun phrase</li> <li>• Finite form NOUN relative clause</li> <li>• Finite form かどうか expressing whether or not</li> <li>• Finite form か expressing whether or if</li> <li>• Finite form んです／のです explaining, clarifying</li> <li>• Finite form みたい expressing appearance; or likelihood</li> <li>• Adjective みたい expressing appearance; or likelihood</li> <li>• Noun みたい expressing appearance; or likelihood</li> <li>• Base + ないようにする make an effort not to</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• Base + ないようにする make sure you do not</li> <li>• Base + ないように so that something won't happen</li> <li>• Base + ないように advice</li> <li>• Base + ないで without/instead of</li> <li>• の complex sentences or adjectival clause</li> <li>• も with interrogatives</li> <li>• も with quantitative words</li> <li>• か with interrogatives</li> <li>• でも indefinite or something (else)</li> <li>• しか extent + negative (only)</li> <li>• だけ extent (only)</li> <li>• Base + と思います expressing an intention</li> <li>• Base + 〜おう〜よう expressing a suggestion</li> <li>• Base + 〜おう〜よう expressing persuasion</li> <li>• Base + えます indicating that you can do something</li> <li>• Base + られます indicating that you can do something.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• receptive 教 使 売 着 乗 同 正 多 公 園 道 京 都 室 勉 強 部 屋 発 泊 旅 館 島 寺 神 社 和 洋 持</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• discuss etiquette of visitors in Australian and Japanese homes, e.g. turn-taking, degree of formality, relationship between the ages and sexes and rituals of daily life in Australian/Japanese families</li> <li>• discuss the effect of media on travel, e.g. advertising, brochures, announcements</li> <li>• discuss receptive knowledge associated with unit description</li> <li>• discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends) and respectful language</li> <li>• make connections between the student's culture and the Japanese culture (e.g. social rituals associated with eating and gift giving) and exploring students' beliefs about Japanese lifestyles.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• listen for gist</li> <li>• read questions before listening to texts</li> <li>• underline/highlight key words in questions</li> <li>• use aural clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation</li> <li>• summarise information</li> <li>• make connections with prior knowledge.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul>

Week	Key teaching points
	<p><b>Task 1: Response: Listening</b></p>
5-7	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The Japanese-speaking communities: Travel 旅行</b> Students explore travel in Japanese-speaking communities: preparation, accommodation, transport options, places of interest and typical travel experiences.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• choosing and generating structures appropriate to purpose</li> <li>• using textual structure as an aid to interpretation</li> <li>• advertisement, article, blog post, description, discussion, email, film/TV program excerpt, map, speech.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources,</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary, phrases and expressions related to the topic Travel 旅行.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Plain forms (verbs, adjectives, <i>copula</i> 'to be')</li> <li>• Stem + 始めます indicating that one starts doing something</li> <li>• ~て+しまいます expressing that you do something completely</li> <li>• ~て+しまいます finish doing something with regret</li> <li>• ~て+おきます expressing when you do something in preparation; in advance</li> <li>• ~て+こまります expressing distress, confusion</li> <li>• ~て+も expressing even if an action or condition exists</li> <li>• Finite form よてい indicating intention</li> <li>• Finite form し linking statements or accentuating a reason</li> <li>• Finite form のに even though, despite, although</li> <li>• Finite form NOUN forming a complex noun phrase</li> <li>• Finite form NOUN relative clause</li> <li>• Finite form かどうか expressing whether or not</li> <li>• Finite form か expressing whether or if</li> <li>• Finite form んです／のです explaining, clarifying</li> <li>• Finite form みたい expressing appearance; or likelihood</li> <li>• Adjective みたい expressing appearance; or likelihood</li> <li>• Noun みたい expressing appearance; or likelihood</li> <li>• Base + ないようにする make an effort not to</li> <li>• Base + ないようにする make sure you do not</li> <li>• Base + ないように so that something won't happen</li> <li>• Base + ないように advice</li> <li>• Base + ないで without/instead of</li> <li>• の complex sentences or adjectival clause</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• も with interrogatives</li> <li>• も with quantitative words</li> <li>• か with interrogatives</li> <li>• でも indefinite or something (else)</li> <li>• しか extent + negative (only)</li> <li>• だけ extent (only)</li> <li>• Base + と思います expressing an intention</li> <li>• Base + 〜おう〜よう expressing a suggestion</li> <li>• Base + 〜おう〜よう expressing persuasion</li> <li>• Base + えます indicating that you can do something</li> <li>• Base + られます indicating that you can do something.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• receptive 教 使 売 着 乗 同 正 多 公 園 道 京 都 室 勉 強 部 屋 発 泊 旅 館 島 寺 神 社 和 洋 持</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• discuss similarities and differences in cultural practices associated with living and travelling in Japan</li> <li>• discuss etiquette of visitors in Japanese homes, e.g. turn-taking, degree of formality, relationship between the ages and sexes and rituals of daily life in Japanese families</li> <li>• discuss the influence of social activities, customs and celebrations on life in Japan</li> <li>• discuss the effect of media on travel, e.g. advertising, brochures, announcements</li> <li>• discuss the receptive knowledge associated with unit description</li> <li>• discuss etiquette associated with travelling in Japan</li> <li>• compare travel destinations, activities (e.g. おんせん) and accommodation types (e.g. 旅館、 みんしゆく) in Japan.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• view texts and identify key information</li> <li>• guess meaning from <i>kanji</i></li> <li>• summarise information</li> <li>• identify and evaluate information</li> <li>• self-correct</li> <li>• seek opportunities to practise the language</li> <li>• make connections with prior knowledge.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 2: Oral communication</b></p>
8–11	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The individual: Part-time jobs and money アルバイトとお金</b> Students reflect on part-time work,</p>

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	<p>pocket money and saving and spending money.</p> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• choosing and generating structures appropriate to purpose</li> <li>• using textual structure as an aid to interpretation</li> <li>• advertisement, announcement, article, diary entry, email, interview, letter.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary, phrases and expressions related to the topic Part-time jobs and money アルバイトとお金.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Plain forms (verbs, adjectives, <i>copula</i> 'to be')</li> <li>• Stem + はじめます indicating that one starts doing something</li> <li>• ～て+しまいます expressing that you do something completely</li> <li>• ～て+しまいます finish doing something with regret</li> <li>• ～て+おきます expressing when you do something in preparation; in advance</li> <li>• ～て+こまります expressing distress, confusion</li> <li>• ～て+も expressing even if an action or condition exists</li> <li>• Finite form よてい indicating intention</li> <li>• Finite form し linking statements or accentuating a reason</li> <li>• Finite form のに even though, despite, although</li> <li>• Finite form NOUN forming a complex noun phrase</li> <li>• Finite form NOUN relative clause</li> <li>• Finite form かどうか expressing whether or not</li> <li>• Finite form か expressing whether or if</li> <li>• Finite form んです／のです explaining, clarifying</li> <li>• Finite form みたい expressing appearance; or likelihood</li> <li>• Adjective みたい expressing appearance; or likelihood</li> <li>• Noun みたい expressing appearance; or likelihood</li> <li>• Base + ないようにする make an effort not to</li> <li>• Base + ないようにする make sure you do not</li> <li>• Base + ないように so that something won't happen</li> <li>• Base + ないように advice</li> <li>• Base + ないで without/instead of</li> <li>• の complex sentences or adjectival clause</li> <li>• も with interrogatives</li> <li>• も with quantitative words</li> <li>• か with interrogatives</li> <li>• でも indefinite or something (else)</li> <li>• しか extent + negative (only)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• だけ extent (only)</li> <li>• Base + と思います expressing an intention</li> <li>• Base + 〜おう〜よう expressing a suggestion</li> <li>• Base + 〜おう〜よう expressing persuasion</li> <li>• Base + えます indicating that you can do something</li> <li>• Base + られます indicating that you can do something.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• receptive 教 使 売 着 乗 同 正 多 公 園 道 京 都 室 勉 強 部 屋 発 泊 旅 館 島 寺 神 社 和 洋 持</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic Part-time jobs and money アルバイトとお金</p> <ul style="list-style-type: none"> <li>• discuss similarities and differences in cultural practices associated with living in Japan</li> <li>• discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends, school, work) and respectful language.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Part-time jobs and money アルバイトとお金:</p> <ul style="list-style-type: none"> <li>• plan/draft your writing</li> <li>• use conjunctions to produce a cohesive text</li> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• proofread your work.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 3: Written communication</b></p>
12–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The changing world: Travel 旅行</b> Students consider the importance of travel for young people.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• choosing and generating structures appropriate to purpose</li> <li>• using textual structure as an aid to interpretation</li> <li>• conventions associated with presenting arguments</li> <li>• article, blog post, description, discussion, email, film/TV program excerpt, journal entry letter, script – speech.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary, phrases and expressions related to the topic Travel 旅行.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Plain forms (verbs, adjectives, <i>copula</i> ‘to be’)</li> <li>• Stem + はじめます indicating that one starts doing something</li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>• ～て+しまいます expressing that you do something completely</li> <li>• ～て+しまいます finish doing something with regret</li> <li>• ～て+おきます expressing when you do something in preparation; in advance</li> <li>• ～て+こまります expressing distress, confusion</li> <li>• ～て+も expressing even if an action or condition exists</li> <li>• Finite form よてい indicating intention</li> <li>• Finite form し linking statements or accentuating a reason</li> <li>• Finite form のに even though, despite, although</li> <li>• Finite form NOUN forming a complex noun phrase</li> <li>• Finite form NOUN relative clause</li> <li>• Finite form かどうか expressing whether or not</li> <li>• Finite form か expressing whether or if</li> <li>• Finite form んです／のです explaining, clarifying</li> <li>• Finite form みたい expressing appearance; or likelihood</li> <li>• Adjective みたい expressing appearance; or likelihood</li> <li>• Noun みたい expressing appearance; or likelihood</li> <li>• Base + ないようにする make an effort not to</li> <li>• Base + ないようにする make sure you do not</li> <li>• Base + ないように so that something won't happen</li> <li>• Base + ないように advice</li> <li>• Base + ないで without/instead of</li> <li>• の complex sentences or adjectival clause</li> <li>• も with interrogatives</li> <li>• も with quantitative words</li> <li>• か with interrogatives</li> <li>• でも indefinite or something (else)</li> <li>• しか extent + negative (only)</li> <li>• だけ extent (only)</li> <li>• Base + と思います expressing an intention</li> <li>• Base + ～おう～よう expressing a suggestion</li> <li>• Base + ～おう～よう expressing persuasion</li> <li>• Base + えます indicating that you can do something</li> <li>• Base + られます indicating that you can do something.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• receptive 教 使 売 着 乗 同 正 多 公 園 道 京 都 室 勉 強 部 屋 発 泊 旅 館 島 寺 神 社 和 洋 持</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s)</p>

Week	Key teaching points
	<p>in relation to the Japanese language and culture, and of how culture influences communication, through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• discuss issues influencing travel, study and stay in Japan, such as part-time jobs, influence of technology on lifestyles</li> <li>• discuss making connections between the student’s culture and other cultures</li> <li>• discuss reflecting on assumptions students have about travel.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic Travel 旅行:</p> <ul style="list-style-type: none"> <li>• view texts and identify key information</li> <li>• guess meaning from <i>kanji</i></li> <li>• use image association and analytical strategies associated with remembering <i>kanji</i></li> <li>• remember <i>kanji</i> in context</li> <li>• scan for information and guess unknown <i>kanji</i> from radicals and component parts</li> <li>• identify, evaluate and summarise information.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 4: Response: Viewing and reading</b></p>
15	<p><b>Task 5: Semester 1 Practical (oral) examination</b></p> <p><b>Task 6: Semester 1 Written examination</b></p>

Semester 2 – Unit 4 – かこと<sup>みらい</sup>未来 (Reflections and horizons)

Week	Key teaching points
1–5	<p>Overview of the unit and assessment requirements.</p> <p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The individual: This year and beyond</b> <sup>ことし しょうらい</sup>今年と将来 Students reflect on significant events of the year and school life: school balls, graduation, obtaining a driver’s licence and their future plans.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>oral protocols associated with resolving disagreements or conflicts</li> <li>article, blog post, conversation, diary entry, email, message, note, summary.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources,</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce vocabulary, phrases and expressions related to the topic This year and beyond <sup>ことし</sup>今年と <sup>しょうらい</sup>将来.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>～て+ほしい expressing that someone wants someone to do something</li> <li>Finite form <b>ため (に)</b> indicating purpose</li> <li>Finite form <b>ようになる</b> getting to the state where ...</li> <li>Finite form <b>ようになる</b> a change has taken place</li> <li>Noun <b>のために</b> purpose, for the benefit of</li> <li>Noun <b>によると～そうです</b> according to something/someone</li> <li>Potential form + <b>ようになる</b> started to, learned to</li> <li>Potential + <b>ように</b> so that.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>receptive <b>場 帰 様 紙 待 英 活 仕 事 働</b></li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic This year and beyond <sup>ことし しょうらい</sup>今年と将来 :</p> <ul style="list-style-type: none"> <li>discuss traditions, beliefs and values influencing modern day living, e.g. coming of age celebrations</li> <li>discuss common social practices associated with young people</li> <li>discuss receptive knowledge of honorific language associated with the unit description.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic This year and beyond <sup>ことし しょうらい</sup>今年と将来 :</p> <ul style="list-style-type: none"> <li>listen for gist</li> <li>read questions before listening to texts</li> <li>underline/highlight key words in questions</li> <li>use aural clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>plan/draft your writing</li> <li>use conjunctions to produce a cohesive text</li> <li>evaluate and redraft written texts to enhance meaning</li> <li>proofread your work.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>use a bilingual dictionary.</li> </ul> <p><b>Task 7: Response: Listening</b>  <b>Task 8: Written communication</b></p>
6–10	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The Japanese-speaking communities: Youth events and pathways</b> <small>わかもの ぎょうじ しんろ</small> 若者の行事と進路  Students explore important events and future plans for young people in Japanese-speaking communities.</p> <p><b>Text types and textual conventions</b>  Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>oral protocols associated with resolving disagreements or conflicts</li> <li>article, blog post, conversation, diary entry, email, message, note, summary.</li> </ul> <p><b>Linguistic resources</b>  Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>introduce vocabulary, phrases and expressions related to the topic Youth events and pathways <small>わかもの ぎょうじ しんろ</small> 若者の行事と進路.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>～て+ほしい expressing that someone wants someone to do something</li> <li>Finite form <b>ため (に)</b> indicating purpose</li> <li>Finite form <b>ようになる</b> getting to the state where ...</li> <li>Finite form <b>ようになる</b> a change has taken place</li> <li>Noun <b>のために</b> purpose, for the benefit of</li> <li>Noun <b>によると～そうです</b> according to something/someone</li> <li>Potential form + <b>ようになる</b> started to, learned to</li> <li>Potential + <b>ように</b> so that.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>receptive <b>場 帰 様 紙 待 英 活 仕 事 働</b></li> </ul> <p><b>Intercultural understandings</b>  Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic Youth events and pathways <small>わかもの ぎょうじ しんろ</small> 若者の行事と進路:</p> <ul style="list-style-type: none"> <li>discuss traditions, beliefs and values influencing modern day living, e.g. coming of age celebrations</li> <li>discuss common social practices associated with young people</li> <li>discuss receptive knowledge of honorific language associated with the unit description</li> <li>discuss youth slang in Japan and how the language has influenced society</li> <li>discuss the impact of technology on young people.</li> </ul> <p><b>Language learning and communication strategies</b></p>

Week	Key teaching points
	<p>Provide opportunities for students to practise the following strategies through the topic Youth events and pathways <small>わかもの ぎょうじ しんろ</small> 若者の行事と進路:</p> <ul style="list-style-type: none"> <li>• view texts and identify key information</li> <li>• guess meaning from <i>kanji</i></li> <li>• use image association and analytical strategies associated with remembering <i>kanji</i></li> <li>• remember <i>kanji</i> in context</li> <li>• scan for information and guess unknown <i>kanji</i> from radicals and component parts</li> <li>• identify, evaluate and summarise information.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 9: Response: Viewing and reading</b></p>
11–14	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <p><b>The changing world: Future plans</b> <small>みらい</small> 未来 Students consider the education and career pathways available to young people in a technological world and how the study of Japanese can influence their choices.</p> <p><b>Text types and textual conventions</b> Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• conventions associated with presenting a reasoned argument</li> <li>• consolidation of understanding and use of conventions of different texts.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary, phrases and expressions related to the topic Future plans <small>みらい</small> 未来.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• ～て+ほしい expressing that someone wants someone to do something</li> <li>• Finite form ため (に) indicating purpose</li> <li>• Finite form ようになる getting to the state where ...</li> <li>• Finite form ようになる a change has taken place</li> <li>• Noun のために purpose, for the benefit of</li> <li>• Noun によると～そうです according to something/someone</li> <li>• Potential form + ようになる started to, learned to</li> <li>• Potential + ように so that.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• receptive 場 帰 様 紙 待 英 活 仕 事 働</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and of how culture influences communication, through the topic Future plans <small>みらい</small> 未来:</p> <ul style="list-style-type: none"> <li>• discuss the impact of technology on the lives of young people.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Future</p>

Week	Key teaching points
	<p>plans <sup>みらい</sup> 未来 :</p> <ul style="list-style-type: none"><li>• share information with peers in an effective manner</li><li>• peer evaluation and self-correction techniques</li><li>• seek opportunities to practise the language</li><li>• evaluate and redraft written texts to enhance meaning.</li></ul> <p>Dictionaries</p> <ul style="list-style-type: none"><li>• use a bilingual dictionary.</li></ul> <p><b>Task 10: Oral communication</b></p>
15	<p><b>Task 11 Semester 2: Practical (oral) examination</b></p> <p><b>Task 12 Semester 2: Written examination</b></p>