SAMPLE COURSE OUTLINE

JAPANESE: SECOND LANGUAGE
ATAR YEAR 12
# Sample course outline

**Japanese: Second Language – ATAR Year 12**

**Semester 1 – Unit 3 – わかい旅行者 (Young travellers)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–4</td>
<td><strong>Introduction</strong> Overview of the Indonesian: Second Language course, unit and assessment requirements.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning contexts and topics</strong> Provide opportunities for learning and assessment on the following context and topic:</td>
</tr>
<tr>
<td></td>
<td><strong>The individual: Travel 旅行</strong> Students reflect on their own travel experiences, including highlights and problems, travel preparations: what to take, booking accommodation, transport options and sightseeing.</td>
</tr>
<tr>
<td></td>
<td><strong>Text types and textual conventions</strong> Provide opportunities for students to respond to, and to produce, the following text types:</td>
</tr>
<tr>
<td></td>
<td>• choosing and generating structures appropriate to purpose</td>
</tr>
<tr>
<td></td>
<td>• using textual structure as an aid to interpretation</td>
</tr>
<tr>
<td></td>
<td>• advertisement, article, conversation, description, diary entry, discussion, email, film/TV program excerpt, letter.</td>
</tr>
<tr>
<td></td>
<td><strong>Linguistic resources</strong> Provide opportunities for students to acquire and use the following resources:</td>
</tr>
<tr>
<td></td>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td></td>
<td>• introduce vocabulary, phrases and expressions related to the topic Travel 旅行.</td>
</tr>
<tr>
<td></td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td></td>
<td>• Plain forms (verbs, adjectives, <em>copula</em> ‘to be’)</td>
</tr>
<tr>
<td></td>
<td>• Stem + はじめます indicating that one starts doing something</td>
</tr>
<tr>
<td></td>
<td>• ～て+しましょう expressing that you do something completely</td>
</tr>
<tr>
<td></td>
<td>• ～て+していまいます finish doing something with regret</td>
</tr>
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<td></td>
<td>• ～て+おきいます expressing when you do something in preparation; in advance</td>
</tr>
<tr>
<td></td>
<td>• ～て+こまります expressing distress, confusion</td>
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<tr>
<td></td>
<td>• ～て+も expressing even if an action or condition exists</td>
</tr>
<tr>
<td></td>
<td>• Finite form よき indicating intention</td>
</tr>
<tr>
<td></td>
<td>• Finite form し linking statements or accentuating a reason</td>
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<td>• Finite form のに even though, despite, although</td>
</tr>
<tr>
<td></td>
<td>• Finite form NOUN forming a complex noun phrase</td>
</tr>
<tr>
<td></td>
<td>• Finite form NOUN relative clause</td>
</tr>
<tr>
<td></td>
<td>• Finite form かどうか expressing whether or not</td>
</tr>
<tr>
<td></td>
<td>• Finite form か expressing whether or if</td>
</tr>
<tr>
<td></td>
<td>• Finite form んです／のです explaining, clarifying</td>
</tr>
<tr>
<td></td>
<td>• Finite form みたい expressing appearance; or likelihood</td>
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<tr>
<td></td>
<td>• Adjective みたい expressing appearance; or likelihood</td>
</tr>
<tr>
<td></td>
<td>• Noun みたい expressing appearance; or likelihood</td>
</tr>
<tr>
<td></td>
<td>• Base + ないようにする make an effort not to</td>
</tr>
</tbody>
</table>
### Key teaching points

- Base + ないようにする make sure you do not
- Base + ないように so that something won’t happen
- Base + ないように advice
- Base + ないで without/instead of
- の complex sentences or adjectival clause
- も with interrogatives
- も with quantitative words
- か with interrogatives
- でも indefinite or something (else)
- しか extent + negative (only)
- だけ extent (only)
- Base + と思います expressing an intention
- Base + ～おう～よう expressing a suggestion
- Base + ～おう～よう expressing persuasion
- Base + えます indicating that you can do something
- Base + られます indicating that you can do something.

### Sound and writing systems

- 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

### Intercultural understandings

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:

- 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
- discuss the effect of media on travel, e.g. advertising, brochures, announcements
- discuss receptive knowledge associated with unit description
- discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends) and respectful language
- 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.

### Language learning and communication strategies

Provide opportunities for students to practise the following strategies through the topic Travel 旅行:

- listen for gist
- read questions before listening to texts
- underline/highlight key words in questions
- use aural clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation
- summarise information
- make connections with prior knowledge.

### Dictionaries

- use a bilingual dictionary.
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–7</td>
<td><strong>Task 1: Response: Listening</strong></td>
</tr>
</tbody>
</table>

**Learning contexts and topics**
Provide opportunities for learning and assessment on the following context and topic:

**The Japanese-speaking communities: Travel** 旅行

**Text types and textual conventions**
Provide opportunities for students to respond to, and to produce, the following text types:
- choosing and generating structures appropriate to purpose
- using textual structure as an aid to interpretation
- advertisement, article, blog post, description, discussion, email, film/TV program excerpt, map, speech.

**Linguistic resources**
Provide opportunities for students to acquire and use the following resources,

**Vocabulary**
- introduce vocabulary, phrases and expressions related to the topic Travel 旅行.

**Grammar**
- Plain forms (verbs, adjectives, *copula* ‘to be’)
- Stem + はじめる indicating that one starts doing something
- ～とします expressing that you do something completely
- ～とします finish doing something with regret
- ～とおきます expressing when you do something in preparation; in advance
- ～とおこまります expressing distress, confusion
- ～とでも expressing even if an action or condition exists
- Finite form とて indicating intention
- Finite form し linking statements or accentuating a reason
- Finite form のに even though, despite, although
- Finite form NOUN forming a complex noun phrase
- Finite form NOUN relative clause
- Finite form かどうか expressing whether or not
- Finite form か expressing whether or if
- Finite form んです／のです explaining, clarifying
- Finite form みたい expressing appearance; or likelihood
- Adjective みたい expressing appearance; or likelihood
- Noun みたい expressing appearance; or likelihood
- Base + ないようにする make an effort not to
- Base + ないようにする make sure you do not
- Base + ないように so that something won’t happen
- Base + ないように advice
- Base + ないで without/instead of
- の complex sentences or adjectival clause
### Key teaching points

<table>
<thead>
<tr>
<th>Week</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>8–11</td>
<td></td>
</tr>
</tbody>
</table>

- も with interrogatives
- も with quantitative words
- か with interrogatives
- でも indefinite or something (else)
- しか extent + negative (only)
- だけ extent (only)
- Base + と思います expressing an intention
- Base + 〜おう〜よう expressing a suggestion
- Base + 〜おう〜よう expressing persuasion
- Base + えます indicating that you can do something
- Base + られます indicating that you can do something.

### Sound and writing systems
- 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

### Intercultural understandings
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: 
- discuss similarities and differences in cultural practices associated with living and travelling in Japan
- 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
- discuss the influence of social activities, customs and celebrations on life in Japan
- discuss the effect of media on travel, e.g. advertising, brochures, announcements
- discuss the receptive knowledge associated with unit description
- discuss etiquette associated with travelling in Japan
- compare travel destinations, activities (e.g. おんせん) and accommodation types (e.g. 旅館、みんしゅく) in Japan.

### Language learning and communication strategies
Provide opportunities for students to practise the following strategies through the topic Travel: 
- view texts and identify key information
- guess meaning from kanji
- summarise information
- identify and evaluate information
- self-correct
- seek opportunities to practise the language
- make connections with prior knowledge.

### Dictionaries
- use a bilingual dictionary.

### Task 2: Oral communication

### Learning contexts and topics
Provide opportunities for learning and assessment on the following context and topic: 

**The individual: Part-time jobs and money** アルバイトとお金 Students reflect on part-time work,
### Week

<table>
<thead>
<tr>
<th>Key teaching points</th>
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</thead>
<tbody>
<tr>
<td>pocket money and saving and spending money.</td>
</tr>
</tbody>
</table>

**Text types and textual conventions**

Provide opportunities for students to respond to, and to produce, the following text types:

- choosing and generating structures appropriate to purpose
- using textual structure as an aid to interpretation
- advertisement, announcement, article, diary entry, email, interview, letter.

**Linguistic resources**

Provide opportunities for students to acquire and use the following resources:

**Vocabulary**

- introduce vocabulary, phrases and expressions related to the topic Part-time jobs and money
  - アルバイトとお金.

**Grammar**

- Plain forms (verbs, adjectives, *copula* ‘to be’)
- Stem + はじめます indicating that one starts doing something
- ～て+しまいます expressing that you do something completely
- ～て+しまいます finish doing something with regret
- ～て+おきます expressing when you do something in preparation; in advance
- ～て+ごまります expressing distress, confusion
- ～て+も expressing even if an action or condition exists
- Finite form ぜひ indicating intention
- Finite form し linking statements or accentuating a reason
- Finite form のに even though, despite, although
- Finite form NOUN forming a complex noun phrase
- Finite form NOUN relative clause
- Finite form かどうか expressing whether or not
- Finite form か expressing whether or if
- Finite form んです／のです explaining, clarifying
- Finite form みたい expressing appearance; or likelihood
- Adjective みたい expressing appearance; or likelihood
- Noun みたいな expressing appearance; or likelihood
- Base + ないようにする make an effort not to
- Base + ないようにする make sure you do not
- Base + ないように so that something won’t happen
- Base + ないように advice
- Base + で without/instead of
- の complex sentences or adjectival clause
- も with interrogatives
- も with quantitative words
- か with interrogatives
- でも indefinite or something (else)
- しか extent + negative (only)
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<tr>
<th>Week</th>
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<td>• Base + られます indicating that you can do something.</td>
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</table>

**Sound and writing systems**
- receptive 敃使 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

**Intercultural understandings**
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
- discuss similarities and differences in cultural practices associated with living in Japan
- discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends, school, work) and respectful language.

**Language learning and communication strategies**
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:
- plan/draft your writing
- use conjunctions to produce a cohesive text
- evaluate and redraft written texts to enhance meaning
- proofread your work.

**Dictionaries**
- use a bilingual dictionary.

**Task 3: Written communication**

<table>
<thead>
<tr>
<th>Learning contexts and topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The changing world: Travel 旅行</strong> Students consider the importance of travel for young people.</td>
</tr>
</tbody>
</table>

**Text types and textual conventions**
Provide opportunities for students to respond to, and to produce, the following text types:
- choosing and generating structures appropriate to purpose
- using textual structure as an aid to interpretation
- conventions associated with presenting arguments
- article, blog post, description, discussion, email, film/TV program excerpt, journal entry letter, script – speech.

**Linguistic resources**
Provide opportunities for students to acquire and use the following resources:
**Vocabulary**
- introduce vocabulary, phrases and expressions related to the topic Travel 旅行.

**Grammar**
- Plain forms (verbs, adjectives, *copula* ‘to be’)
- Stem + はじます indicating that one starts doing something
### Key teaching points

- 〜て+しまいます expressing that you do something completely
- 〜て+しまいます finish doing something with regret
- 〜て+おきます expressing when you do something in preparation; in advance
- 〜て+こまります expressing distress, confusion
- 〜て+も expressing even if an action or condition exists
- Finite form よって indicating intention
- Finite form し linking statements or accentuating a reason
- Finite form のに even though, despite, although
- Finite form NOUN forming a complex noun phrase
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### Sound and writing systems

- receptive 教 使 売 着 乗 同 正 多 公 門 道 京都 室 勉 強 部 屋 発 泊 旅 館 島 寺 神 社 和 洋 持

### Intercultural understandings

Provide opportunities for students to enhance understanding of their own language(s) and culture(s)
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>in relation to the Japanese language and culture, and of how culture influences communication, through the topic Travel 旅行:</td>
</tr>
<tr>
<td></td>
<td>• discuss issues influencing travel, study and stay in Japan, such as part-time jobs, influence of technology on lifestyles</td>
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<tr>
<td></td>
<td>• discuss making connections between the student’s culture and other cultures</td>
</tr>
<tr>
<td></td>
<td>• discuss reflecting on assumptions students have about travel.</td>
</tr>
<tr>
<td></td>
<td><strong>Language learning and communication strategies</strong></td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for students to practise the following strategies through the topic Travel 旅行:</td>
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<td>• view texts and identify key information</td>
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<td></td>
<td>• guess meaning from kanji</td>
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<tr>
<td></td>
<td>• use image association and analytical strategies associated with remembering kanji</td>
</tr>
<tr>
<td></td>
<td>• remember kanji in context</td>
</tr>
<tr>
<td></td>
<td>• scan for information and guess unknown kanji from radicals and component parts</td>
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<tr>
<td></td>
<td>• identify, evaluate and summarise information.</td>
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<tr>
<td></td>
<td><strong>Dictionaries</strong></td>
</tr>
<tr>
<td></td>
<td>• use a bilingual dictionary.</td>
</tr>
</tbody>
</table>

**Task 4: Response: Viewing and reading**

**Task 5: Semester 1 Practical (oral) examination**

**Task 6: Semester 1 Written examination**
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1–5</td>
<td>Overview of the unit and assessment requirements.</td>
</tr>
</tbody>
</table>

**Learning contexts and topics**
Provide opportunities for learning and assessment on the following context and topic:

**The individual: This year and beyond** 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.

**Text types and textual conventions**
Provide opportunities for students to respond to, and to produce, the following text types:
- oral protocols associated with resolving disagreements or conflicts
- article, blog post, conversation, diary entry, email, message, note, summary.

**Linguistic resources**
Provide opportunities for students to acquire and use the following resources,

- **Vocabulary**
  - introduce vocabulary, phrases and expressions related to the topic This year and beyond 今年と将来.

- **Grammar**
  - ～てほしい expressing that someone wants someone to do something
  - Finite form ため（に）indicating purpose
  - Finite form ようになる getting to the state where ...
  - Finite form ようになる a change has taken place
  - Noun のために purpose, for the benefit of
  - Noun によると～そうです according to something/someone
  - Potential form + ようになる started to, learned to
  - Potential + ように so that.

- **Sound and writing systems**
  - receptive 場 帰 様 紙 待 英 活 仕 事 働

- **Intercultural understandings**
  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 今年と将来:
  - discuss traditions, beliefs and values influencing modern day living, e.g. coming of age celebrations
  - discuss common social practices associated with young people
  - discuss receptive knowledge of honorific language associated with the unit description.

**Language learning and communication strategies**
Provide opportunities for students to practise the following strategies through the topic This year and beyond 今年と将来:
- listen for gist
- read questions before listening to texts
- underline/highlight key words in questions
- use aural clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation
### Key teaching points

<table>
<thead>
<tr>
<th>Week</th>
<th>6–10</th>
</tr>
</thead>
</table>

- plan/draft your writing
- use conjunctions to produce a cohesive text
- evaluate and redraft written texts to enhance meaning
- proofread your work.

**Dictionaries**
- use a bilingual dictionary.

**Task 7: Response: Listening**

**Task 8: Written communication**

### Learning contexts and topics

**Provide opportunities for learning and assessment on the following context and topic:**

**The Japanese-speaking communities: Youth events and pathways 若者の行事と進路**

Students explore important events and future plans for young people in Japanese-speaking communities.

### Text types and textual conventions

**Provide opportunities for students to respond to, and to produce, the following text types:**

- oral protocols associated with resolving disagreements or conflicts
- article, blog post, conversation, diary entry, email, message, note, summary.

### Linguistic resources

**Provide opportunities for students to acquire and use the following resources:**

**Vocabulary**
- introduce vocabulary, phrases and expressions related to the topic Youth events and pathways 若者の行事と進路.

**Grammar**
- 〜てほしい expressing that someone wants someone to do something
- Finite form ため（に）indicating purpose
- Finite form ようになる getting to the state where ...
- Finite form ようになる a change has taken place
- Noun のために purpose, for the benefit of
- Noun によると〜そうです according to something/someone
- Potential form 〜ようになる started to, learned to
- Potential +ように so that.

### Sound and writing systems

- receptive 場帰様紙待英活仕事懸

### Intercultural understandings

**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 若者の行事と進路:**

- discuss traditions, beliefs and values influencing modern day living, e.g. coming of age celebrations
- discuss common social practices associated with young people
- discuss receptive knowledge of honorific language associated with the unit description
- discuss youth slang in Japan and how the language has influenced society
- discuss the impact of technology on young people.

### Language learning and communication strategies
## Sample course outline | Japanese: Second Language | ATAR Year 12

### Week 11

<table>
<thead>
<tr>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities for students to practise the following strategies through the topic Youth events and pathways 若者 の 行事 と 進路:</td>
</tr>
<tr>
<td>• view texts and identify key information</td>
</tr>
<tr>
<td>• guess meaning from kanji</td>
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<tr>
<td>Dictionaries</td>
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<tr>
<td>• use a bilingual dictionary.</td>
</tr>
<tr>
<td><strong>Task 9: Response: Viewing and reading</strong></td>
</tr>
</tbody>
</table>

### Learning contexts and topics

Provide opportunities for learning and assessment on the following context and topic:

**The changing world: Future plans 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.

**Text types and textual conventions**

Provide opportunities for students to respond to, and to produce, the following text types:

• conventions associated with presenting a reasoned argument
• consolidation of understanding and use of conventions of different texts.

**Linguistic resources**

Provide opportunities for students to acquire and use the following resources:

**Vocabulary**

• introduce vocabulary, phrases and expressions related to the topic Future plans 未来.

**Grammar**

• 〜てほしい expressing that someone wants someone to do something
• Finite form ため（に）indicating purpose
• Finite form ようになる getting to the state where …
• Finite form ようになる a change has taken place
• Noun のために purpose, for the benefit of
• Noun によると〜そうです according to something/someone
• Potential form + ようになる started to, learned to
• Potential + ように so that.

**Sound and writing systems**

• receptive 場 帰 様 紙 待 英 活 仕 事 働

**Intercultural understandings**

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 未来:

• discuss the impact of technology on the lives of young people.

**Language learning and communication strategies**

Provide opportunities for students to practise the following strategies through the topic Future...
<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>plans 未来:</td>
</tr>
<tr>
<td></td>
<td>share information with peers in an effective manner</td>
</tr>
<tr>
<td></td>
<td>peer evaluation and self-correction techniques</td>
</tr>
<tr>
<td></td>
<td>seek opportunities to practise the language</td>
</tr>
<tr>
<td></td>
<td>evaluate and redraft written texts to enhance meaning.</td>
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<td>use a bilingual dictionary.</td>
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<td>Task 10: Oral communication</td>
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<td>Task 11 Semester 2: Practical (oral) examination</td>
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<td>Task 12 Semester 2: Written examination</td>
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