



SAMPLE COURSE OUTLINE

**JAPANESE: SECOND LANGUAGE
GENERAL YEAR 11**

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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 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 – General Year 11

Unit 1 and Unit 2

Semester 1 – ティーンエイジャー (Teenagers)

Weeks	Key teaching points
1–6	<p>Introduction Overview of the Japanese: Second Language course, unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> The individual – About me <small>こと</small> 私の事 . Students reflect on activities and events associated with their life, including sharing and obtaining basic information from others related to personal identity, physical descriptions, family, friends, school routines and leisure time. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> oral conventions associated with greetings and forms of address description, email, film/TV program (excerpts), interview, note, role-play, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce vocabulary related to the topic About me <small>こと</small> 私の事 <p>Grammar</p> <ul style="list-style-type: none"> polite forms (verbs, adjectives and copula ‘to be’) は topic marker, contrast が existence, expressing abilities, expressing likes, dislikes, physical characteristics の possessive (of, ’s), adjectival に destination (to, into, onto), indirect object, point of time, purpose を direct object で place of action, by means of や linking (and so on) と linking (and), with person か question marker そして linking (and) それから linking (and then, after that). <p>Sound and writing systems</p> <ul style="list-style-type: none"> productive 一 二 三 四 五 六 七 八 九 十 人 本 才 日 父 母 私 何 生 <p>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 About me <small>こと</small> 私の事 :</p>

Weeks	Key teaching points
	<ul style="list-style-type: none"> • discuss common behaviours and practices related to interpersonal relationships, e.g. greeting conventions, terms of address • discuss traditional hobbies and interests, e.g.けんどう、からて、じゅうどう、しよどう、おちゃ、いけばな • discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic About <small>こと</small> me 私の事 :</p> <ul style="list-style-type: none"> • discuss word order and sentence structure of Japanese • use strategies for remembering kanji numbers, dates and times • practise phrases • use strategies to consolidate learning, e.g. open-book concept, rote learning • listen for gist. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Task 1: Response: Listening Task 2: Oral communication</p>
7–11	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic: <small>せいかつ</small></p> <ul style="list-style-type: none"> • The Japanese-speaking communities – Student life 学生生活 . Students explore the life of teenagers in Japan, including leisure and school activities, likes and skills. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • textual structure of common written texts, e.g. email, article • account, article, blog post, chart, email, film/TV program (excerpts), interview, role-play, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary <small>せいかつ</small></p> <ul style="list-style-type: none"> • introduce vocabulary related to the topic Student life 学生生活 <p>Grammar</p> <ul style="list-style-type: none"> • ～て linking ideas (and; and so) • ～て+から expressing when you do something after • ～てください requesting • ～て+います expressing a continuous action in the present • Noun + について asking/talking about something • へ direction (to) • が linking with a contrast (but) <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 百 千 万 月 火 水 木 金 土 子 友 学 校 語

Weeks	Key teaching points
	<p>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 Student life 学生生活^{せいかつ} :</p> <ul style="list-style-type: none"> • discuss culturally appropriate use of language, e.g. use of register in different contexts (home, friends, school, work) and respectful language • discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups • discuss how social customs impact on the lives of teenagers in Japanese-speaking communities, e.g. game centres, cram schools, entrance exams.
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Student life 学生生活^{せいかつ} :</p> <ul style="list-style-type: none"> • gain meaning from the text by changing reading speed, skimming and scanning to locate key words; rereading parts of a text; asking oneself questions during reading, highlighting (e.g. verb endings, key words) and summarising the text. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Task 3: Response: Viewing and reading</p>
	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Connecting with friends コミュニケーション. Students consider how young people interact with friends and share information. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • script writing • blog post, conversation, diary entry, email, film/TV program (excerpts), interview, letter, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce vocabulary related to the topic Connecting with friends コミュニケーション <p>Grammar</p> <ul style="list-style-type: none"> • Stem + に indicating purpose • Stem + ませんか inviting • Stem + ましょうか suggesting • ～て linking ideas (and; and so) • ～てから expressing when you do something after

Weeks	Key teaching points
	<ul style="list-style-type: none"> • ~てください requesting • ~ています expressing a continuous action in the present • も repetitive (too, also), (both) • ね/ねえ tag question (isn't it?) • よ assurance, gentle persuasion • から since, from (a point of time), since, from (a place) • まで until (a point of time) expressing alternative states, to, as far as (a place) • ころ approximate point of time • くらい/くらい approximate, amount/time/length • が linking with a contrast (but) <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 円 好 • receptive 兄 姉 妹 弟 <p>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 Connecting with friends コミュニケーション:</p> <ul style="list-style-type: none"> • discuss the influence of other languages on Japanese (e.g. <i>katakana</i> and abbreviated words) • discuss the influence of technology on how people communicate.
12–16	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Connecting with friends コミュニケーション:</p> <ul style="list-style-type: none"> • reduce anxiety when trying to comprehend spoken text • make/take notes and summarise • practise polite form • discuss conventions of an email, blog post • use repair strategies to sustain verbal communication, e.g. recognise when someone doesn't understand and rephrase to assist comprehension. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Task 4: Oral communication Task 5: Written communication</p>

Semester 2 – 近所 (Neighbourhood)

Weeks	Key teaching points
1–6	<p>Overview of the unit and assessment requirements.</p> <p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> The individual – My town 私の町. Students reflect on their neighbourhood and describe their home and local facilities, sharing information about occupations, locations and directions. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> discuss use of borrowed words from other languages, abbreviations, body language and gestures account, chart, discussion, email, film/TV program (excerpts), interview, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce vocabulary related to the topic My town 私の町 <p>Grammar</p> <ul style="list-style-type: none"> Stem +たいです expressing what you want to do の possessive pronoun, locational に place of existence の) 前 (に) in front of の) 下 (に) behind/underneath の) 上 (に) on top の) うしろ (に) behind の) むこうがわ (に) on the other side の) 左がわ (に) left hand side の) 右がわ (に) right hand side の) 近く next to の) そば (に) near の) とおく (に) far from の) 中 (に) inside の) そと (に) outside を) 右/左 right/left を) まっすぐ straight. <p>Sound and writing systems</p> <ul style="list-style-type: none"> productive 年 前 山 川 上 下 中 家 族 大 小 所 receptive 住 町 店 近 広 <p>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 My town 私の町:</p> <ul style="list-style-type: none"> discuss social customs within the context of hosting a guest

Weeks	Key teaching points
	<ul style="list-style-type: none"> • discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic My town 私の町:</p> <ul style="list-style-type: none"> • seek opportunities to practise the language • make/take notes and summarise • underline key words and information. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Task 6: Response: Viewing and reading Task 7: Oral communication</p>
7–11	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The Japanese-speaking communities – Your neighbourhood あなたの近所. Students explore features of Japanese neighbourhoods, including activities, events, shopping and going out. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • discuss use of borrowed words from other languages, abbreviations, body language and gestures • account, chart, discussion, email, film/TV program (excerpts), interview, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce vocabulary related to the topic Your neighbourhood あなたの近所 <p>Grammar</p> <ul style="list-style-type: none"> • Stem + そうです expressing what something looks like • ～て linking of adjectives • を asking for something, place of motion (pass by, along, through) • ですから consequently (because, so) • けれども however (but) • でも expressing contrast (but) • (を) 右/左 right/left • (を) まっすぐ straight. <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 出 入 見 毎 行 • receptive 左 右 駅 <p>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 Your neighbourhood あなたの近所:</p> <ul style="list-style-type: none"> • discuss social customs within the context of hosting a guest • discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups.

Weeks	Key teaching points
	<p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Your neighbourhood あなたの近所:</p> <ul style="list-style-type: none"> • reduce anxiety when trying to comprehend spoken text • read the questions and underline the key words/information you need to listen for • make/take notes and summarise • listen for gist. <p>Dictionaries</p> <ul style="list-style-type: none"> • use a bilingual dictionary. <p>Task 8: Response: Listening</p>
12–16	<p>Learning contexts and topics Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> • The changing world – Out and about 出かけましょ. Students consider the features and attractions of Australian and Japanese communities and neighbourhoods. <p>Text types and textual conventions Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> • discuss use of borrowed words from other languages, abbreviations, body language and gestures • account, chart, discussion, email, film/TV program (excerpts), interview, table. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce vocabulary related to the topic Out and about 出かけましょ <p>Grammar</p> <ul style="list-style-type: none"> • Stem + すぎます indicating that something is excessive • ~てみます expressing what you try to do • Noun はどう／いかが asking for opinions • も expressing neither • か stating alternatives • 一番 superlative (the most) <p>Sound and writing systems</p> <ul style="list-style-type: none"> • productive 高 安 名 食 飲 買 • receptive 番 <p>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 Out and about 出かけましょ:</p> <ul style="list-style-type: none"> • discuss the evolution of <i>kana</i> and pictographic scripts • discuss etiquette of a visitor in Australian and Japanese homes, e.g. entering a Japanese home, taking a bath • discuss typical features of a Japanese home and neighbourhood, e.g. げんかん、たたみ、こたつ、じどうはんばいき. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies through the topic Out and about 出かけましょ:</p>

Weeks	Key teaching points
	<ul style="list-style-type: none">• use a combination of mnemonic/analytic techniques to remember new vocabulary terms and kanji• read questions and underline the key words/information• make/take notes and summarise• infer meaning from key words, kanji radicals, structures, visual cues, context (using known information to help integrate new linguistic information and predict outcomes)• proofread your work. <p>Dictionaries</p> <ul style="list-style-type: none">• use a bilingual dictionary. <p>Task 9: Response: Viewing and reading Task 10: Written communication</p>