



## SAMPLE COURSE OUTLINE

---

**JAPANESE: SECOND LANGUAGE**  
**ATAR YEAR 11**

---

**Copyright**

© School Curriculum and Standards Authority, 2018

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

**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 – ATAR Year 11

## Unit 1 – 日常生活 (Daily life)

Week	Key teaching points
1–4	<p><b>Introduction</b> Overview of the Japanese: 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> <ul style="list-style-type: none"> <li>• <b>The individual: My life 私<sup>せいかつ</sup>の生活</b> . Students reflect on their home life and explore homestay experiences, including exchanging information about their personal and family profile, hobbies and interests. They describe typical rules and routines of home and school life.</li> </ul> <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>• discuss use of borrowed words from other languages, abbreviations, body language and gestures</li> <li>• account, chart, discussion, email, film/TV program (excerpts), interview, table.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary related to the topic My life 私<sup>せいかつ</sup>の生活 .</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• plain forms (verbs and adjectives: plain form, present/past, affirmative/negative)</li> <li>• ~てはいけません denying permission</li> <li>• ~てはだめです expressing you must not</li> <li>• ~てもいいです granting permission/expressing you may</li> <li>• ~たほうがいいです giving advice</li> <li>• ~たり~たり giving examples of actions within a context/expressing alternative states</li> <li>• ~たことがある expressing your experience</li> <li>• の nominalisation (the one)</li> <li>• こと nominalisation</li> <li>• adverbs い adjective~くな adjective~に expressing how an action is performed</li> <li>• い adjective~くなる, な adjective~になる expressing how something changes</li> <li>• い adjective~くする, な adjective~にする expressing how you change something.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• productive 言 来 週 時 分 半 今 間 天 元 気</li> <li>• receptive 色 々 料 理 自</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 My life 私<sup>せいかつ</sup>の生活 :</p> <ul style="list-style-type: none"> <li>• discuss social customs within the context of hosting a guest</li> <li>• discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups.</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 My life 私の生活<sup>せいかつ</sup> :</p> <ul style="list-style-type: none"> <li>• reduce anxiety when trying to comprehend spoken text</li> <li>• make/take notes and summarise</li> <li>• listen for gist.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 1: Oral Communication</b></p>
5-9	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• <b>The Japanese-speaking communities: Home life</b> 学校と家での生活<sup>せいかつ</sup> . Students explore homestay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities.</li> </ul> <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 conventions associated with giving and receiving, making arrangements, denying/granting permission, giving advice and expressing obligation</li> <li>• account, conversation, description, discussion, email, interview.</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 related to the topic Home life 学校と家での生活<sup>せいかつ</sup> .</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• stem+たいと思います expressing desire</li> <li>• stem+たいと思っています expressing strong desire</li> <li>• finite form ことができます expressing your ability</li> <li>• finite form と言う quoting what someone said</li> <li>• finite form と思う quoting what someone thinks</li> <li>• base+ ないてください expressing please don't do something</li> <li>• base+ ないほうがいいです advising one not to do something</li> <li>• base+ なければなりません expressing that you must do</li> <li>• base+ なくてはなりません expressing that you have to</li> <li>• base+ なくてもいいです indicating that you don't have to do something</li> <li>• noun+ という+ noun ... called.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• productive 会 話 休 方 思 先</li> <li>• receptive 作 読 書 午 後 新 長 古 明</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 Home life 学校と家での生活<sup>せいかつ</sup> :</p> <ul style="list-style-type: none"> <li>• discuss social customs within the context of hosting a guest</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• discuss school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies through the topic Home life 学<sup>せいかつ</sup>校と家での生活:</p> <ul style="list-style-type: none"> <li>• use repair strategies to sustain verbal communication, e.g. ask for clarification or repetition in Japanese</li> <li>• seek opportunities to practise the language</li> <li>• explain own understanding of a grammar rule, language pattern or other concept to someone else.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• use a bilingual dictionary.</li> </ul> <p><b>Task 2: Response: Listening</b></p>
10–15	<p><b>Learning contexts and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• <b>The changing world: Daily life</b> 生活<sup>せいかつ</sup>をくらべて. Students consider the daily life of young people and how they exchange information and opinions.</li> </ul> <p><b>Text types and textual conventions</b></p> <p>Provide opportunities for students to respond to, and to produce, the following text types:</p> <ul style="list-style-type: none"> <li>• format, layout and features of texts, such as email, blog post</li> <li>• article, blog post, conversation, discussion, email.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary related to the topic Daily life 生活<sup>せいかつ</sup>をくらべて.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• finite form 前 (に) expressing doing one action before another</li> <li>• finite form 時 expressing the time frame (when)</li> <li>• finite form 間 (に) during the time (whilst)</li> <li>• ~た後 (で) expressing doing one action after another</li> <li>• noun をくれる give to me (my group)</li> <li>• noun をあげる give to another</li> <li>• noun をもらう receive from</li> <li>• noun の前 (に) sequencing before</li> <li>• noun の間 (に) during the time, whilst</li> <li>• noun の後 (で) sequencing after</li> <li>• noun の時 (に) the time when</li> <li>• が subject</li> <li>• で indicating extent</li> <li>• の soft question marker/soft sentence ending</li> <li>• かな interjection (expressing feelings)</li> <li>• かしら expressing indecision (feminine)</li> <li>• わ mild emphasis (feminine)</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>● けれど /けど however (but)</li> <li>● ～から giving a reason (since, so)</li> <li>● ～ので cause, reason (because, since, so)</li> <li>● それに linking (besides that, what's more)</li> <li>● それで linking (and so)</li> <li>● ～と quoting speech or thoughts.</li> </ul> <p>Sound and writing system</p> <ul style="list-style-type: none"> <li>● productive 少 男 女 車</li> <li>● receptive 白 黒 赤 青 東 西 北 南 茶 動 去 電</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 Daily life <small>せいかつ</small> 生活をくらべて:</p> <ul style="list-style-type: none"> <li>● discuss the daily life of young people and how they exchange information.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Daily life <small>せいかつ</small> 生活をくらべて:</p> <ul style="list-style-type: none"> <li>● evaluate and redraft written texts to enhance meaning</li> <li>● deduce meaning by applying rules</li> <li>● use a dictionary to check meaning</li> <li>● develop an overall plan for gaining meaning from text, such as, 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.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>● use a bilingual dictionary.</li> </ul> <p><b>Task 3 Part A: Response: Viewing and reading</b> <b>Task 3 Part B: Written communication</b> <b>Task 4 Part A: Response: Viewing and reading</b> <b>Task 4 Part B: Written communication</b></p>
16	<p><b>Task 5: Practical (oral) examination</b> <b>Task 6: Written examination</b></p>

## Sample course outline

## Japanese: Second Language – ATAR Year 11

## Unit 2 – ようこそ、私の国へ！ (Welcome to my country)

Week	Key teaching points
1–6	<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> <ul style="list-style-type: none"> <li>• <b>The individual: Welcoming a guest ようこそ！</b> Students reflect on welcoming a visitor, networking with friends, making arrangements to go out, entertaining at home, dining out and describing special occasions.</li> </ul> <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>• format and layout of texts, such as, diaries and emails</li> <li>• conversation, diary entry, email, letter, message, note.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce vocabulary related to the topic Welcoming a guest ようこそ！</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• ～てくれます doing an action or favour for me (my group)</li> <li>• ～てあげます doing a favour for another</li> <li>• ～てもらいます receiving a favour</li> <li>• finite form と conditional (when)</li> <li>• finite form そうです reporting what someone else said/hearsay</li> <li>• finite form でしょう indicating probability</li> <li>• finite form かもしれません indicating possibility</li> <li>• finite form つもりです expressing intention</li> <li>• consolidate previous learning of commonly used <i>kanji</i>, particles, adjectival and adverbial forms.</li> </ul> <p>Sound and writing system</p> <ul style="list-style-type: none"> <li>• productive 楽 海 聞 国 回</li> <li>• receptive 始 終 夜 夕 曜 朝 昼 晩</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 Welcoming a guest ようこそ！:</p> <ul style="list-style-type: none"> <li>• discuss preferences for leisure activities in Japan and Australia.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Welcoming a guest ようこそ！:</p> <ul style="list-style-type: none"> <li>• view texts and identify key information</li> <li>• guess information from <i>kanji</i></li> <li>• summarise information</li> <li>• make connections with prior knowledge</li> <li>• use repair strategies to sustain oral communication, e.g. recognise when someone doesn't understand and rephrase to assist comprehension</li> <li>• listen for gist.</li> </ul>

Week	Key teaching points
	Dictionaries <ul style="list-style-type: none"><li>• use a bilingual dictionary.</li></ul> <b>Task 7: Response: Viewing and reading</b>



Week	Key teaching points
7–12	<p><b>Learning contexts and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• <b>The Japanese-speaking communities: Seasonal activities and celebrations</b> しきとイベント Students explore seasonal activities, celebrations, and giving and receiving on special occasions.</li> </ul> <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 of organising and maintaining communication, such as, refusing a request, expressing surprise and hesitation</li> <li>• conventions associated with making comparisons</li> <li>• advertisement, article, conversation, email, image, journal entry.</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 related to the topic Seasonal activities and celebrations しきとイベント.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• finite form より/ほうが giving a comparison</li> <li>• finite form のと finite form のと...ですか asking a comparison question</li> <li>• noun+は noun とくらべて making comparisons</li> <li>• noun+と noun+と asking about comparisons</li> <li>• noun+より noun のほうが ... making comparisons</li> <li>• noun+は noun+とおなじです indicating that something is the same</li> <li>• noun+は noun とちがいます expressing something is different</li> <li>• noun+って noun+というのは～asking what something is</li> <li>• noun ははじめてです expressing the first time</li> <li>• consolidate previous learning of commonly used <i>kanji</i>, particles, adjectival and adverbial forms.</li> </ul> <p>Sound and writing system</p> <ul style="list-style-type: none"> <li>• productive 心 物</li> <li>• receptive 春 夏 秋 冬 雪 雨 花 風</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 Seasonal activities and celebrations しきとイベント:</p> <ul style="list-style-type: none"> <li>• discuss social traditions and conventions associated with seasons, e.g. seasonal food, calligraphy, fashion</li> <li>• discuss the influence of seasonal activities, customs and celebrations on life in Japan</li> <li>• discuss the role of religion and customs in celebrations.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies through the topic Seasonal activities and celebrations しきとイベント:</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 independently</li> <li>• make connections with prior knowledge</li> <li>• use repair strategies to sustain oral communication, e.g. recognise when someone doesn't understand, and repeat or rephrase to assist comprehension.</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 8: Oral communication</b>  <b>Task 9: Written communication</b></p>
13–15	<p><b>Learning contexts and topics</b>  Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• <b>The changing world: Healthy lifestyles けんこう</b> Students consider a healthy lifestyle in a changing world.</li> </ul> <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>• consolidation of sequencing of ideas and structuring texts</li> <li>• article, conversation, message, 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 new vocabulary related to the topic Healthy lifestyles けんこう.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• stem+にくいです saying something is difficult to do</li> <li>• stem+やすいです saying something is easy to do</li> <li>• stem+ながら indicating actions done simultaneously</li> <li>• stem+方 expressing how to do something</li> <li>• ~たら expressing a condition</li> </ul> <p>• consolidate previous learning of commonly used <i>kanji</i>, particles, adjectival and adverbial forms.</p> <p>Sound and writing system</p> <ul style="list-style-type: none"> <li>• receptive 薬 病 目 口 手 体 耳 外</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 Healthy lifestyles けんこう:</p> <ul style="list-style-type: none"> <li>• discuss how to maintain a healthy lifestyle in a changing world.</li> </ul> <p><b>Language learning and communication strategies</b>  Provide opportunities for students to practise the following strategies through the topic Healthy lifestyles けんこう:</p> <ul style="list-style-type: none"> <li>• view texts and identify key information</li> <li>• summarise information</li> <li>• make connections with prior knowledge</li> <li>• use image association and analytical strategies associated with remembering <i>kanji</i></li> <li>• remember <i>kanji</i> in context</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: Response: Listening</b></p>
16	<p><b>Task 11: Practical (oral) examination</b>  <b>Task 12: Written examination</b></p>