**Sample Course Outline**

Japanese: Second Language

ATAR Year 11

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# Sample course outline

# Japanese: Second Language – ATAR Year 11

## Unit 1 – (Daily life)

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | **Introduction**Overview of the Japanese: Second Language course, unit and assessment requirements.**Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:* **The individual: My life私の** .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.

**Text types and textual conventions**Provide opportunities for students to respond to, and to produce, the following text types:* discuss use of borrowed words from other languages, abbreviations, body language and gestures
* account, chart, discussion, email, film/TV program (excerpts), interview, table.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary* introduce vocabulary related to the topic My life私の.

Grammar* plain forms (verbs and adjectives: plain form, present/past, affirmative/negative)
* ～てはいけませんdenying permission
* ～てはだめですexpressing you must not
* ～てもいいですgranting permission/expressing you may
* ～たほうがいいですgiving advice
* ～たり〜たりgiving examples of actions within a context/expressing alternative states
* ～たことがあるexpressing your experience
* のnominalisation (the one)
* ことnominalisation
* adverbs いadjective～くなadjective～にexpressing how an action is performed
* いadjective～くなる, なadjective～になるexpressing how something changes
* いadjective～くする, なadjective～にするexpressing how you change something.

Sound and writing systems* productive　言　来　週　時　分　半　今　間　天　元　気
* receptive　色　々　料　理　自

**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 life私の:* 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.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic My life私の:* reduce anxiety when trying to comprehend spoken text
* make/take notes and summarise
* listen for gist.

Dictionaries* use a bilingual dictionary.

**Task 1: Oral Communication** |
| 5–9 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:* **The Japanese-speaking communities: Home life学校と家での** .Students explore homestay, typical rules, routines, family life, school activities, making contact with visitors and making arrangements to meet within Japanese-speaking communities.

**Text types and textual conventions**Provide opportunities for students to respond to, and to produce, the following text types:* oral conventions associated with giving and receiving, making arrangements, denying/granting permission, giving advice and expressing obligation
* account, conversation, description, discussion, email, interview.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary* introduce vocabulary related to the topic Home life学校と家での.

Grammar* stem+たいと思いますexpressing desire
* stem+たいと思っていますexpressing strong desire
* finite formことができますexpressing your ability
* finite formと言うquoting what someone said
* finite formと思うquoting what someone thinks
* base+ ないでくださいexpressing please don’t do something
* base+ ないほうがいいですadvising one not to do something
* base+ なければなりませんexpressing that you must do
* base+ なくてはいけませんexpressing that you have to
* base+ なくてもいいですindicating that you don’t have to do something
* noun+ という+ noun … called.

Sound and writing systems* productive 会　話　休　方　思　先
* receptive作　読　書　午　後　新　長　古　明

**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 Home life学校と家での:* 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.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic Home life学校と家での:* use repair strategies to sustain verbal communication, e.g. ask for clarification or repetition in Japanese
* seek opportunities to practise the language
* explain own understanding of a grammar rule, language pattern or other concept to someone else.

Dictionaries* use a bilingual dictionary.

**Task 2: Response: Listening** |
| 10–15 | Learning contexts and topicsProvide opportunities for learning and assessment on the following context and topic:* **The changing world: Daily life をくらべて**. Students consider the daily life of young people and how they exchange information and opinions.

**Text types and textual conventions** Provide opportunities for students to respond to, and to produce, the following text types:* format, layout and features of texts, such as email, blog post
* article, blog post, conversation, discussion, email.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary * introduce vocabulary related to the topic Daily life をくらべて.

Grammar* finite form前（に）expressing doing one action before another
* finite form 時expressing the time frame (when)
* finite form間（に）during the time (whilst)
* ～た後（で）expressing doing one action after another
* noun をくれるgive to me (my group)
* nounをあげるgive to another
* noun をもらうreceive from
* nounの前（に）sequencing before
* noun の間（に）during the time, whilst
* noun の後（で）sequencing after
* noun の時（に）the time when
* がsubject
* でindicating extent
* のsoft question marker/soft sentence ending
* かなinterjection (expressing feelings)
* かしらexpressing indecision (feminine)
* わmild emphasis (feminine)
* けれど /けどhowever (but)
* ～からgiving a reason (since, so)
* ～のでcause, reason (because, since, so)
* それにlinking (besides that, what’s more)
* それでlinking (and so)
* ～とquoting speech or thoughts.

Sound and writing system* productive 少　男　女　車
* receptive白　黒　赤　青　東　西　北　南　茶　動　去　電

**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 Daily life をくらべて:* discuss the daily life of young people and how they exchange information.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic Daily life をくらべて:* evaluate and redraft written texts to enhance meaning
* deduce meaning by applying rules
* use a dictionary to check meaning
* 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.

Dictionaries* use a bilingual dictionary.

**Task 3 Part A: Response: Viewing and reading****Task 3 Part B: Written communication****Task 4 Part A: Response: Viewing and reading****Task 4 Part B: Written communication** |
| 16 | **Task 5: Practical (oral) examination****Task 6: Written examination** |

# 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 | Overview of the unit and assessment requirements.**Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:* **The individual: Welcoming a guestようこそ！**Students reflect on welcoming a visitor, networking with friends, making arrangements to go out, entertaining at home, dining out and describing special occasions.

**Text types and textual conventions**Provide opportunities for students to respond to, and to produce, the following text types:* format and layout of texts, such as, diaries and emails
* conversation, diary entry, email, letter, message, note.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary* introduce vocabulary related to the topic Welcoming a guestようこそ！

Grammar* ～てくれますdoing an action or favour for me (my group)
* ～てあげますdoing a favour for another
* ～てもらいますreceiving a favour
* finite form とconditional (when)
* finite form そうです reporting what someone else said/hearsay
* finite formでしょうindicating probability
* finite formかもしれませんindicating possibility
* finite form つもりですexpressing intention
* consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms.

Sound and writing system* productive楽　海　聞　国　回
* receptive始　終　夜　夕　曜　朝　昼　晩

**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 Welcoming a guestようこそ！:* discuss preferences for leisure activities in Japan and Australia.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic Welcoming a guestようこそ！:* view texts and identify key information
* guess information from *kanji*
* summarise information
* make connections with prior knowledge
* use repair strategies to sustain oral communication, e.g. recognise when someone doesn’t understand and rephrase to assist comprehension
* listen for gist.

Dictionaries* use a bilingual dictionary.

**Task 7: Response: Viewing and reading** |
| 7–12 | Learning contexts and topicsProvide opportunities for learning and assessment on the following context and topic:* **The Japanese-speaking communities: Seasonal activities and celebrations しきとイベント**Students explore seasonal activities, celebrations, and giving and receiving on special occasions.

**Text types and textual conventions**Provide opportunities for students to respond to, and to produce, the following text types:* oral protocols of organising and maintaining communication, such as, refusing a request, expressing surprise and hesitation
* conventions associated with making comparisons
* advertisement, article, conversation, email, image, journal entry.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary* introduce vocabulary related to the topic Seasonal activities and celebrations しきと

イベント.Grammar* finite form より/ほうが giving a comparison
* finite formのと finite formのと…ですかasking a comparison question
* noun+はnounとくらべてmaking comparisons
* noun+とnoun+とasking about comparisons
* noun+よりnounのほうが … making comparisons
* noun+はnoun+とおなじですindicating that something is the same
* noun+はnounとちがいますexpressing something is different
* noun+ってnoun+というのは～asking what something is
* noun ははじめてですexpressing the first time
* consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms.

Sound and writing system* productive心　物
* receptive春　夏　秋　冬　雪　雨　花　風

**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 Seasonal activities and celebrations しきとイベント:* discuss social traditions and conventions associated with seasons, e.g. seasonal food, calligraphy, fashion
* discuss the influence of seasonal activities, customs and celebrations on life in Japan
* discuss the role of religion and customs in celebrations.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic Seasonal activities and celebrations しきとイベント:* view texts and identify key information
* guess meaning from *kanji*
* summarise information
* identify and evaluate information independently
* make connections with prior knowledge
* use repair strategies to sustain oral communication, e.g. recognise when someone doesn’t understand, and repeat or rephrase to assist comprehension.

Dictionaries* use a bilingual dictionary.
 |
|  | **Task 8: Oral communication**Task 9: Written communication |
| 13–15 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:* **The changing world: Healthy lifestyles けんこう**Students consider a healthy lifestyle in a changing world.

**Text types and textual conventions**Provide opportunities for students to respond to, and to produce, the following text types:* consolidation of sequencing of ideas and structuring texts
* article, conversation, message, summary.

**Linguistic resources**Provide opportunities for students to acquire and use the following resources:Vocabulary* introduce new vocabulary related to the topic Healthy lifestyles けんこう.

Grammar* stem+にくいですsaying something is difficult to do
* stem+やすいですsaying something is easy to do
* stem+ながらindicating actions done simultaneously
* stem+方expressing how to do something
* ～たらexpressing a condition
* consolidate previous learning of commonly used *kanji*, particles, adjectival and adverbial forms.

Sound and writing system* receptive薬　病　目　口　手　体　耳　外

**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 Healthy lifestyles けんこう:* discuss how to maintain a healthy lifestyle in a changing world.

**Language learning and communication strategies** Provide opportunities for students to practise the following strategies through the topic Healthy lifestyles けんこう:* view texts and identify key information
* summarise information
* make connections with prior knowledge
* use image association and analytical strategies associated with remembering *kanji*
* remember *kanji* in context
* evaluate and redraft written texts to enhance meaning.

Dictionaries* use a bilingual dictionary.

**Task 10: Response: Listening** |
| 16 | **Task 11: Practical (oral) examination****Task 12: Written examination** |