**Sample Course Outline**

Japanese: Second Language

ATAR Year 12

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# Sample course outline

# Japanese: Second Language – ATAR Year 12

## Semester 1 – Unit 3 – わかい (Young travellers)

| **Week** | **Key teaching points** |
| --- | --- |
| 1–4 | **Introduction**Overview of the Indonesian: 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: Travel旅行**Students reflect on their own travel experiences, including highlights and problems, travel preparations: what to take, booking accommodation, transport options and sight-seeing.**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, conversation, description, diary entry, discussion, email, film/TV program excerpt, letter.

**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+こまりますexpressing distress, confusion
* ～て+もexpressing even if an action or condition exists
* Finite form よていindicating intention
* Finite formしlinking statements or accentuating a reason
* Finite formのにeven though, despite, although
* Finite form NOUN f.orming 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
* 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.

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**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.

**Task 1: Response: Listening** |
| 5–7 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:**The Japanese-speaking communities: Travel 旅行** Students explore travel in Japanese-speaking communities: preparation, accommodation, transport options, places of interest and typical travel experiences.**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+こまりますexpressing distress, confusion
* ～て+もexpressing even if an action or condition exists
* Finite form よてい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
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* 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
* 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
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**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 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旅行:* 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** |
| 8–11 | **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, pocket money and saving and spending money.**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’)
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**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** |
| 12–14 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:**The changing world: Travel旅行**Students consider the importance of travel for young people.**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’)
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* Finite formのにeven though, despite, although
* Finite form NOUN forming a complex noun phrase
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* 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
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**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 issues influencing travel, study and stay in Japan, such as part-time jobs, influence of technology on lifestyles
* discuss making connections between the student’s culture and other cultures
* discuss reflecting on assumptions students have about travel.

**Language learning and communication strategies**Provide opportunities for students to practise the following strategies through the topic Travel旅行:* view texts and identify key information
* guess meaning from *kanji*
* use image association and analytical strategies associated with remembering *kanji*
* remember *kanji* in context
* scan for information and guess unknown *kanji* from radicals and component parts
* identify, evaluate and summarise information.

Dictionaries* use a bilingual dictionary.

**Task 4: Response: Viewing and reading** |
| 15 | **Task 5: Semester 1 Practical (oral) examination****Task 6: Semester 1 Written examination** |

## Semester 2 – Unit 4 – かこと (Reflections and horizons)

| **Week** | **Key teaching points** |
| --- | --- |
| 1–5 | 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: This year and beyond と** 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 と.

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.

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**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 と:* 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 と:* 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
* 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**  |
| 6–10 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:**The Japanese-speaking communities: Youth events and pathways のと** 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 のと.

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
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**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 のと:* 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**Provide opportunities for students to practise the following strategies through the topic Youth events and pathways のと:* view texts and identify key information
* guess meaning from *kanji*
* use image association and analytical strategies associated with remembering *kanji*
* remember *kanji* in context
* scan for information and guess unknown *kanji* from radicals and component parts
* identify, evaluate and summarise information.

Dictionaries* use a bilingual dictionary.

**Task 9: Response: Viewing and reading** |
| 11–14 | **Learning contexts and topics**Provide opportunities for learning and assessment on the following context and topic:**The changing world: Future plans** 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 .

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.

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**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 :* 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 plans :* share information with peers in an effective manner
* peer evaluation and self-correction techniques
* seek opportunities to practise the language
* evaluate and redraft written texts to enhance meaning.

Dictionaries* use a bilingual dictionary.

**Task 10: Oral communication** |
| 15 | **Task 11 Semester 2: Practical (oral) examination****Task 12 Semester 2: Written examination** |