Sample course outline
Japanese: Second Language – General Year 12
Semester 1 Unit 3 – 日常生活 (Daily life)

<table>
<thead>
<tr>
<th>Week</th>
<th>Key teaching points</th>
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### Introduction
Overview of the unit and assessment requirements

### Learning contexts and topics
**The individual: My life私の生活**: Students reflect on their home life and explore home-stay experiences, including exchanging information about their personal and family profiles, hobbies and interests. They describe typical rules and routines of home and school life.

### Text types and textual conventions
- discuss use of borrowed words from other languages, abbreviations, body language and gestures
- account, chart, email, film/TV program (excerpts), interview, table

### Linguistic resources
**Vocabulary**
- introduce vocabulary related to the topic: My life私の生活

**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 令 元 気
- receptive 色 々 料 理 自

### Intercultural understandings
- social customs within the context of hosting a guest
- school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups

### Language learning and communication strategies
- reduce anxiety when trying to comprehend spoken text
- make/take notes and summarise
- listen for gist
- 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 grammatical rule, language pattern or other concept to someone

### Dictionaries
- use a bilingual dictionary
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<th>Week</th>
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<tr>
<td><strong>6–10</strong></td>
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<tr>
<td><strong>Task 1: Response: Listening</strong> – Listen to a conversation in Japanese and respond in English to questions in English.</td>
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<td><strong>Task 2: Oral communication</strong> – Participate in a 4–5 minute conversation with a Japanese exchange student.</td>
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</table>

**Learning contexts and topics**

**The Japanese-speaking communities: Home life** 学校と家での生活. Students explore home-stay, 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**
- oral conventions associated with giving and receiving, making arrangements, denying/granting permission, giving advice and expressing obligation
- account, conversation, description, email, interview

**Linguistic resources**

**Vocabulary**
- introduce vocabulary related to the topic: Home life 学校と家での生活

**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**
- social customs within the context of hosting a guest
- school and friends, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship groups

**Language learning and communication strategies**
- evaluate and redraft written texts to enhance meaning
- deduce meaning by applying rules
- 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: Response: Viewing and reading** – Read four emails in Japanese and respond in English to questions in English.

**Task 4: Written communication** – Write an article of approximately 250–300 ji in polite form for your sister school magazine.
### Week 11–16: Sample course outline

#### Learning contexts and topics

**The changing world: Daily life 生活をくらべて**. Students consider the daily life of young people and how they exchange information and opinions.

#### Text types and textual conventions

- format, layout and features of texts, such as email, blog posting
- article, blog posting, conversation, email

#### Linguistic resources

**Vocabulary**
- introduce vocabulary related to the topic: Daily life 生活をくらべて

**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)
- ゎ mild emphasis (feminine)
- けれど 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 南 北 茶 動 去 電

**Intercultural understandings**
- daily life of young people and how they exchange information

**Language learning and communication strategies**
- 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 5: Externally set task** – A written task or item or set of items of one-hour duration developed by the School Curriculum and Standards Authority and administered by the school.

**Task 6: Oral communication** – Participate in a 6–7 minute role-play.
# Sample course outline | Japanese: Second Language | General Year 12

## Semester 2 Unit 4 - ようこそ、私の国へ! (Welcome to my country)

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<th>Week</th>
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<td>1–6</td>
<td><strong>Introduction</strong>&lt;br&gt;Overview of the unit and assessment requirements</td>
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</table>

**Learning contexts and topics**
- **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**
- format and layout of texts, such as diaries and emails
- conversation, diary entry, email, letter, message, note

**Linguistic 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 間 国 回
- receptive 始 終 夕 夕 曜 朝 昼 晚

**Intercultural understandings**
- preferences for leisure activities in Japan and Australia

**Language learning and communication strategies**
- view texts and identify key information
- guess information from kanji
- summarise information
- make connections with prior knowledge
- apply understanding of linguistic resources, e.g. verbs expressing desire, subject omission, meanings from kanji
- plan/draft your writing to ensure accurate kana and kanji, punctuation and grammatical structures, e.g. tense, subject, object agreement, word order and sentence structure
- proof read your work

**Dictionaries**
- use a bilingual dictionary

**Task 7: Response: Viewing and reading** – Read an article and two blog postings in Japanese and respond in English to questions in English.

**Task 8: Written communication** – Write a letter of approximately 350–400 ji in polite form.
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<tr>
<td>7–12</td>
<td>The Japanese-speaking communities: Seasonal activities and celebrations しきとイベント</td>
<td>Students explore seasonal activities, celebrations, and giving and receiving on special occasions.</td>
</tr>
</tbody>
</table>
|      | Text types and textual conventions | • 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 | • 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 ほうが... making comparisons  
• noun+は noun+とおなじですか 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 | • social traditions and conventions associated with seasons, e.g. seasonal food, calligraphy, fashion  
• influence of seasonal activities, customs and celebrations on life in Japan  
• the role of religion and customs in celebrations |
|      | Language learning and communication strategies | • listen for gist  
• identify key words/information and new words  
• underline/highlight key words in the question  
• summarise information  
• 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 |
<p>|      | Dictionaries | • use a bilingual dictionary |
|      | Task 9: Response: Listening | – Listen to an announcement and two conversations in Japanese and respond in English to questions in English. |
|      | Task 10: Oral communication | – Interview a Japanese exchange student about seasonal activities and celebrations in Japan. |</p>
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| 13–16 | **Learning contexts and topics**  
*The changing world: Healthy lifestyles けんこう* Students consider a healthy lifestyle in a changing world.  

**Text types and textual conventions**  
- consolidation of sequencing of ideas and structuring texts  
- advertisement, article, conversation, message  

**Linguistic 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 + かた 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**  
- maintain a healthy lifestyle in a changing world  

**Language learning and communication strategies**  
- use oral clues to assist interpretation of meaning and to predict meaning, e.g. expression, tone, intonation  
- identify key words/information and new words  
- make notes while listening to texts  
- summarise information  
- make connections with prior knowledge  
- apply understanding of Japanese linguistic resources, e.g. sentence structure  
- remember *kanji* in context  
- evaluate and redraft written texts to enhance meaning  

**Dictionaries**  
- use a bilingual dictionary  

**Task 11: Response: Listening** – Listen to two conversations and one message in Japanese and respond in English to questions in English.