Japanese Stages 4 and 5 scope and sequence – grammar, vocabulary and structures

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# Introduction

This scope and sequence has been developed to support your planning, by summarising the suggested grammar, vocabulary and structures to teach in Stages 4 and 5. It aligns with the Japanese Stages 4 and 5 scope and sequences that are available on the languages [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/japanese).

To contextualise the suggested content for each term, you will also find:

* the assessment task
* the skills required to complete the assessment task
* the suggested vocabulary, grammar and language structures required to demonstrate each skill.

**The suggested grammar, vocabulary and structures in this document are neither prescribed nor definitive. They have been developed by practising teachers as a guide only, to support students throughout Stages 4 and 5, and prepare them for the Stage 6 Continuers course.**

# Stage 4 mandatory 100 hours

Table 1 – Stage 4, Term 1

|  |  |
| --- | --- |
| Term 1  Breaking the ice – ともだちになりましょう | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Interacting (ML4-INT-01)  In pairs[[1]](#footnote-2), have a video chat[[2]](#footnote-3) conversation with your new friend in Japan to get to know each other better. In Japanese, introduce yourself, ask each other questions, exchange basic information and discuss your likes and dislikes.  During the conversation, make notes about what your new friend tells you about themselves.  Part B: Understanding texts (ML4-UND-01)  Use this information[[3]](#footnote-4) to complete a profile[[4]](#footnote-5) in English of the student you met, to share with your class. Include their name, age, grade, phone number, nationality and something they like and/or dislike.  Skills   * Understand the nature of greetings and introductions, including meeting someone for the first time. * Understand and exchange information about yourself and peers, including name, age, grade, phone number, nationality, likes and dislikes. * Recognise and use a range of relevant *hiragana*, *katakana* and *kanji* and understand the use of each. * Use Japanese script in familiar contexts. | **Greetings:**  おはようございます, こんにちは, こんばんは, おやすみなさい, さようなら, じゃね, またね  **Self-introductions:**  はじめまして, どうぞよろしく  おなまえは？, わたし/ぼくは。。。です  ***Kanji* for numbers 1–20**  **Age:**  何さいですか  十二さいです  **School year:**  何んねんせいですか  ちゅうがく二ねんせいです  **Phone number:**  でんわばんごうは？  ０４０８の３８９の６８９です  **Nationalities:**  日本人, オーストラリア人 and nationalities of students in the class  何人ですか  日本人です  **Likes and dislikes:**  スポーツ, どうぶつ, すし, やさい, くだもの, おかし, ゲーム, おんがく, どくしょ, まんが, アニメ  何がすきですか  すしがすきです  スポーツがすきじゃないです  ***Kanji*:**  Numbers 1–20, 日, 本, 人, 何 |

Table 2 – Stage 4, Term 2

|  |  |
| --- | --- |
| Term 2  Snack attack – スナックアタック | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML4-CRT-01)  Choose a restaurant in your local area and write a short review in Japanese to help Japanese visitors decide if they would like to visit the restaurant. Be sure to comment on the food and drink items available on the menu[[5]](#footnote-6), how the food tastes, prices and give your final recommendation.  Skills   * Access and exchange information about foods and drinks, such as taste and price, using いand なadjectives and their negative forms くない/じゃない. * Use present, past and negative tense of verbs たべます/たべました/たべません, のみます/のみません. * Request and order from a menu, using culturally-appropriate communication using \_\_\_をください/おねがいします. * Express opinions about different menu items, using phrases such as *I think*, *I like/don’t like*, *my favourite* * Recognise and use *katakana* for relevant food vocabulary. * Extend use of *hiragana*, *katakana* and *kanji*. | **Foods and drinks:**  てんぷら, ラーメン, やきとり, おこのきやき, うどん, やきそば, みそしる, さしみ, ぎょうざ, カレ*ー*, てりやきチキン, とんかつ, どんぶり, みず, コーラ, コーヒー, こうちゃ, おちゃ, オレンジジュース, たべもの, のみもの, レストラン  **Numbers** **up to 2000 in *kanji* (this is needed if you want to talk about the price of food, as 2000 yen is about $20)**  **Price of food items:**  ラーメン はいくらですか  二千円です  **Describe foods, drinks and a restaurant using adjectives:**  おいしい, まずい, やすい, たかい, いい, うるさい, べんり  おいしくない, まずくない, やすくない, たかくない, よくない, うるさくない, べんりじゃない  おちゃ はおいしい/おいしくないです  レストランはしずか/しずかじゃないです  **Say what you eat/don’t eat and drink/don’t drink at a restaurant:**  さしみをたべます/たべません  コーヒーをのみます/のみません  **Order foods and drinks:**  やきそばをください/おねがいします  **Give opinions about foods, drinks and a restaurant:**  てんぷらがすきです  うどんがすきじゃないです  カレーはまずいと思います  レストランはしずかだと思います  一ばんすきな たべものはやきとりです  一ばんすきな のみものはコーラです  **Other vocabulary and expressions used in a restaurant:**  いただきます, ごちそうさまでした  ***Kanji*:**  思, 円, numbers 21–2000 |

Table 3 – **Stage 4, Term 3**

|  |  |
| --- | --- |
| Term 3  My circle – かぞくとともだち | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML4-UND-01)  You would like to connect with a new friend in Japan. Read the profiles of 3 students provided by your teacher. Make note of the key information for each student, including daily activities, opinions and descriptions. Select the student to whom you are best matched and explain why, in English.  Part B: Creating texts (ML4-CRT-01)  In Japanese, write to the student of your choice, demonstrating why you are a good match by outlining information about your own life, the people in it and what you like to do together.  Skills   * Describe the people in your circle, including physical descriptions and personalities. * Use counter words for groups of people. * Join adjectives using て form for いadjectives and で form for な adjectives. * Discuss why people like and dislike daily activities, using relevant adjectives and using だから. * Create more complex sentences using a range of conjunctions, such as そして, でも, が, それから, そのあと and linking devices. For example, join 2 sentences with で (nouns and な adjectives) and いadjectives くて. * Evaluate information from a range of texts to choose a friend to correspond with. * Extend use of *hiragana*, *katakana* and *kanji*. | **Family and friends:**  かぞく, 父, お父さん, 母, お母さん, そふ, おじいさん, そぼ, おばあさん, あに, おにいさん, あね, おねえさん, おとうと, おとうとさん, 友だち  **Counters 1–10 for people:**  一人, 二人, 三人, 四人, 五人, 六人, 七人, 八人, 九人, 十人  **Describe who is in your family:**  かぞくは 四人です。母と父とあねと私/ぼくです。  **Personality and physical descriptions:**  やさしい, たのしい, あかるい, おもしろい, あたまがいい, かしこい, つまらない, かわいい, せがたかい, せがひくい, かみがながい, かみがみじかい, めが大きい, めが小さい  きれい, しんせつ, 元気, まじめ, しずか  **Join adjectives using て form for いadjectives and でform for なadjectives and use in a sentence to describe people:**  母 は やさしいです  えみさんは おもしくてしんせつです  いもうとめが大きくてせがたかいです  父は まじめであたまがいいです  **Daily activities:**  がっこう, ひるやすみ, スポーツ, クラブかつどう, じゅく, べんきょう, かいもの, テレビ, どくしょ  **Describing daily activities and why you like/dislike them, for example:**  かいものはたのしいです。だからすきです。  がっこうは つまらないです。だからすきじゃないです。  **Conjunctions and linking devices:**  そして, でも, が, それから, そのあと  ***Kanji*:**  大, 小, 元, 気, 父, 母, 友, 私 |

Table 4 – Stage 4, Term 4

|  |  |
| --- | --- |
| Term 4  Let’s go to a festival – まつりにいきましょう | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML4-UND-01)  You are on exchange in Japan. Look at the event timetable[[6]](#footnote-7) for a cultural festival coming up in your town with a brief outline of what is on offer. Complete the following tasks:   * Answer questions[[7]](#footnote-8) about the flyer, with reference to the text, in English. * Choose 2 activities to do at the festival and give a reason why you have chosen each one, in Japanese.   Part B: Interacting (ML4-INT-01)  Have a conversation in pairs[[8]](#footnote-9), in Japanese, about the event. One student takes the role of an Australian exchange student and one takes the role of a Japanese friend. In your conversation, each person presents their 2 choices, including why they are of interest. Then discuss the options and decide on one activity to attend together and when to go.  Skills   * Exchange information about seasonal activities and festivals, including when and where they take place and the activities that occur. * Exchange information or ask about past events using the past form of the verb ～ました. * Ask questions about place どこで/どこに and time いつ. * Use ～ましょう/～ましょうか to suggest activities and だから to give reasons for attending events. * Express what people want to do using ～たいです. * Make plans to attend an event, discussing days and seasons and where activities are taking place. * Extend the use of *hiragana*, *katakana* and *kanji*. | **Seasons and months:**  夏, 秋, 冬, 春, 一月, 二月, 三月, 四月, 五月, 六月, 七月, 八月, 九月, 十月, 十一月, 十二月  **Festivals and seasonal events:**  おしょうがつ, せつぶん, ひなまつり, おはなみ, こどものひ, つゆ, たなばた, おぼん, 月み, スポーツのひ, しちごさん, おおみそか  **Places:**  かわ, やま, まち, こうえん, おてら, じんじゃ, うち, がっこう  **Nouns:**  やきとり, だんご, おにぎり, すし, やきそば, ケーキ, おかし, アイスクリーム, おべんとう, おちゃ, ジュース, コーラ, ミルク, みず, カラオケ, トランプ, おどり, サッカー, おはなみ, さんぽ, ピクニック, しゃしん, さくら, あめ  **Verbs:**  たべます, たべました, のみます, のみました, します, しました, みます, みました, とります, とりました  **Adjectives:**  さむい, あつい, おいしい, たのしい, うるさい, いい, すごい, いそがしい, かわいい, 大きい  **Exchange information about when seasonal activities and festivals occur:**  いつお月みをしますか  九月にお月みします  こうえんで サッカーをします  まちにいきます  **Exchange information about where seasonal activities and festivals occur:**  どこでしゃしんをとりますか  やまで しゃしんをとります  **Make suggestions to do an activity:**  まつりにいきましょう, さくらをみましょう, やきそばをたべましょう, おちゃをのみましょう, サッカーをしましょう  **Use aizuchi:**  おいしいですね, そうですね, そうですか, うん  **Accept or refusing invitations:**  はい, しましょう, サッカー はちょっと。。。  **Say what you want to do:**  まつりにいきたいですか。おてらでさくらをみたいです。 こうえんでぼんおどりをしたいです。  **Use だから to give reasons for attending events:**  夏です。だから、はなびをみましょう。  ***Kanji*:**  夏, 秋, 冬, 春, 月 |

# Stage 5 elective 200 hours

## Year 9

Table 5 – Year 9, Term 1

|  |  |
| --- | --- |
| Term 1  I am what I wear – 私が好きなふく | Suggested grammar, vocabulary and structures |
| Assessment task  Part A: Understanding texts (ML5-UND-01)  Visit Beams fashion website – [Boys film section](https://www.beams.co.jp/special/beamsboy/22aw/)[[9]](#footnote-10) and choose a genre of film from the website. Select 3 items of clothing you are interested in purchasing and respond in English to the following:   * Describe the 3 items including style, colours and sizes available. * What is the price? * Why do you like these items?   Part B: Interacting (ML5-INT-01)  With a classmate, discuss the 3 items you have each chosen in Part A, so that you can help each other decide on one item to purchase.  In your discussion[[10]](#footnote-11):   * discuss the colours, styles and prices * give your opinion on the other person’s clothing choices * make a decision on one item of clothing to purchase.   Skills   * Describe clothing and other items to purchase when shopping. * Join adjectives using て form for い adjectives and で form for な adjectives. * Make suggestions and persuade peers to purchase an item using [adjective]ですね, よくにあいますね, [adjective](だ)と思います. * Compare shopping items, prices and ways of shopping (online or in store) using [A]と[B]とどちらのほうが[adjective]ですか. [A]のほうが[B]より[adjective]です. * Negotiate a purchase in a clothing store. * Understand and express how identity is shown through fashion, such as why students like different colours, styles and clothing stores. | **Items of clothing:**  シャツ, スカート, ズボン, ドレス, ジーンズ, セーター, コート, ジャケット, ぼうし, くつ, ティーシャツ, パジャマ, ベルト, スーツ, ネクタイ, くつした, スカーフ  **Adjectives to describe clothing:**  大きい, 小さい, 新しい, 古い, みじかい, ながい, きれい, かわいい, かっこいい, たかい, やすい, 赤い, 青い, 白い, 黒い, きいいろ, みどり, ピンク, むらさき, オレンジ, ちゃいろ  **Join adjectives using て form for いadjectives and でform for な adjectives to describe clothing:**  ジャケットはかっこよくてやすいです, スカーフはピンクでかわいいです  **Make suggestions and persuade peers to purchase an item:**  赤いスカートはかっこいいですね, ピンクのくつはかわいいですね, 黒いドレスはきれいだと思います, 青いコートよくにあいます, しろいセーターが好きです  **Compare shopping items, prices and ways of shopping:**  セーターとコートとどちらのほうがきれいですか, きいろのシャツのほうが白いティーシャツよりたかいです  **Vocabulary and expressions used when shopping:**  いらっしゃいませ, すみません, いくらですか, 。。。をください, ありがとうございます  **Negotiate a purchase in a clothing store:**  すみません、大きいティーシャツはいくらですか。  二千円です。  じゃ、大きいティーシャツをください。  ありがとうございます。  ***Kanji*:**  赤, 青, 白, 黒, 新, 古, 好 |

Table 6 – Year 9, Term 2

|  |  |
| --- | --- |
| Term 2  Our great town – 私たちのすばらしいまち | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  Create a digital town for a video game design competition with the theme ‘A great town to live in’– すばらしいまち. Create a pitch about your digital town, including:   * a minimum of 5 places or facilities in the town * the location of the places or facilities * what community members can do at these places or facilities * your opinion on how these places or facilities make this town a great town to live in.   Skills   * Describe the location of places/facilities in the neighbourhood. * Discuss activities that someone can do at various places or facilities, using [place]で[activity]ができます. * Express and justify opinions on neighbourhood places or facilities. * Create a text, for example an infographic, to promote a town, neighbourhood or location. | **Places/facilities in the neighbourhood:**  学こう, スーパー, デパート, コンビニ, こうえん, えき, びょういん, としょかん, カフェ, レストラン, えいがかん, やお屋, パン屋, 本屋, じんじゃ, おてら, ゆうびんきょく, しょうてんがい, びじゅつかん, 花屋, くすり屋, きょうかい, プール  **Activities you can do at various places/facilities:**  買い物をします, サッカーをします, テニスをします, やきゅうをします,さんぽをします, はなみをします, しょくじをします, べんきょうします, すいえいをします  **Discuss activities that you can do at various places/facilities:**  スーパー/デパート/しょうてんがいで買い物ができます  プール/うみですいえいえができます  こうえんでやきゅう/サッカー/さんぽ/テニス/花見ができます  おてら/じんじゃで花見/さんぽができます  としょかんでべんきょうできます  レストランでしょくじができます  **Adjectives to describe places:**  きれい, うつくしい, すごい, たのしい, いい, すばらしい, おもしろい, べんり  **Express and justify opinions on neighbourhood places/facilities:**  うみでサーフィンができますからたのしいです  としょかんでべんきょうできますからべんりです  ***Kanji*:**  学, 花, 屋, 買, 物, 花, 見 |

Table 7 – Year 9, Term 3

|  |  |
| --- | --- |
| Term 3  Let’s hang out – あそびましょう | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  In pairs, have a conversation[[11]](#footnote-12) about leisure activities, with one student taking the role of a Japanese student and one of an Australian student.  In your conversation:   * discuss 3 different leisure activities, giving your opinions about them with reasoning * make plans to do an activity together, negotiating dates, time, place and weather.   Skills   * Exchange information about leisure activities that peers participate or do not participate in. * Link activities using verbs in the て form. * Give details about when you and your peers do activities using dates, times and time phrases. * Discuss and justify preferences of activities. * Compare leisure activities popular with Japanese students to those popular with Australian students. * Make plans to participate in a leisure activity with someone using ませんか and ましょうか. * Interact to share opinions of leisure activities using (だ)と思います. | **Leisure activities:**  おん学を聞きます, えいが/テレビを見ます, 買い物をします, カラオケをします, スポーツをします, やきゅうをします, テニスをします, バスケットボールをします, けんどう/じゅうどう/からて/じゅじつをします, ダンスをします, 本まんがを読みます, すいえいをします, サーフィンをします, ゲームをします, えをかきます, 友だちとあそびます, 友だちの家に行きます, まちに行きます, カフェに行きます, うみに行きます, こうえんに行きます  **Exchange information about leisure activities that peers participate or do not participate:**  スポーツをしますか  はい、スポーツをします, いいえ、スポーツをしません  **Days of the week:**  月よう日, 火よう日, 水よう日, 木よう日, 金よう日, 土よう日, 日よう日  **Months and dates:**  from 一月 to 十二月  from 一日 to 三十一日  **Other time expressions:**  しゅうまつ, やすみ, こんしゅう, らいしゅう, 学こうのあとで, まい日  **Times:**  from一時 to 十二時, ーはん  **て form of verbs:**  聞いて, 見て, して, 読んで, 書いて, あそんで, 行って  **Link activities using verbs in the て form:**  月よう日にサッカーをして、金よう日にテニスをします  **Give details about when you and your peers do activities using dates,** **times and time phrases:**  金よう日に学こうのあとでまちに行きます  三月十五日に友だちとうみに行きます  四時にこうえんに行きます  しゅうまつに友だちはからてをします  **Discuss and justify preferences of activities/share opinions of leisure activities:**  けんどうはたのしいですから好きです  買い物が大好きですから、いつもしゅうまつに買い物をします  **Express that something is popular:**  人気があります  **Compare leisure activities popular with Japanese students to those popular with Australian students:**  オーストラリアではサーフィンが人気がありますが、日本では人気がありません  **Make plans to participate in a leisure activity using ませんか and ましょうか:**  日よう日にバスケットボールをしませんか/しましょうか  はい、しましょう/ 日よう日はちょっと。。。  ***Kanji*:**  月, 火, 水, 木, 金, 土,日, 聞, 見, 読, 書, 行, 友, 時 |

Table 8 – Year 9, Term 4

|  |  |
| --- | --- |
| Term 4  Japanese travels – 日本のりょこう | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You have just returned from one week in Japan. Create 3 posts for an online travel blog[[12]](#footnote-13) to share with Japanese speakers.  Include:   * one post about a full day of sightseeing in a city * one post about a full day of sightseeing in a rural setting * one post about the accommodation you stayed in.   Encourage the audience to consider these as options for a future trip in Japan, by giving recommendations with reasons.  In your blog:   * include a range of activities, transport options to each destination, prices and places to eat that you enjoyed, relevant to each experience, and where they are located * include the accommodation you stayed in and the location, price, inclusions, how to get there and your opinion about it, with reasons * describe what you recommend about each experience, including activities (where relevant), and explain why * reflect on what was special about the experience from a cultural or historical perspective, for example, etiquette or significance to Japanese people when choosing the places, activities and accommodation to include * use blog formatting such as the title of your blog, date of each post, a catchy title for each post, emojis and at least 3 engaging and relevant images with captions.   Skills   * Ask and respond to questions about past and future travel experiences. * Use い[adjective]くて, [noun]/な[adjective]で, [verb]て form to join sentences. Use [noun]や[noun]や[noun]など to list things at places. * Discuss and justify preferences of locations and activities using the past tense of adjectives, verbs and だから. * Express interest using \_\_\_にきょうみがあります. * Make plans to go on a trip, referencing accommodation and inclusions, [transport]で[place]に行きます, locations and experiences. * Access information to compare prices and experiences at various locations, using [A]のほうが[B]より[adjective]ですand adverbs to qualify meaning. * Create a text, for example a travel review, to engage an audience and encourage them to visit selected places in Japan. Use potential form, [place]で[activity]ができます. * Ask and give directions using ～てください. | **Travel experiences in Japan:**  おてら/じんじゃ/まつりに行きます  東京/大さか/京都/なら/ひろしま/みやじま/ひめじ/ふじ山に行きます  さどう/いけ花/しょどうをします  おふろ/おんせんにはいります  わしょくを食べます  おちゃ/さけを飲みます  ふじ山にのぼります  きもの/ゆかたをきます  おみやげを買います  **Ask and respond to questions about past and future travel experiences, for example:**  日本に行きましたか, 東京に行きますか  日本に行きました, 東京に行きます  **Useて form of い adjectives, な adjectives and verbs to join sentences:**  京都はおもしろくてきれいです, みやじまはゆうめいでしずかです, 大さかで買い物をしてUSJに行きました  **List things at places:**  京都におてらやじんじゃなどがあります  **Past tense of いand なadjectives:**  たのしかったです, きれいでした  **Discuss and justify preferences of locations and activities using past tense of adjectives, verbs and だから:**  ひろしまはおもしろかったです。だからひろしまが大好きです。  ならはきれいでしずかでした。だからならが好きです。  **Express interest:**  日本のぶんかにきょうみがあります  **Accommodation types in Japan:**  ホテル, りょかん, みんしゅく, ユースホステル  **Modes of transport:**  ひこうき, でん車, 新かんせん, バス, じてん車, ちかてつ, タクシー, フェリー, 車  **Make plans to go on a trip, referencing accommodation and inclusions, modes of transport, locations and experiences:**  新かんせんでならに行きました。おてらを見ておみやげを買いました。りょかんにとまりました。おふろに入りました。たのしかったです。  **Ask and give directions:**  おてらはどこですか  まっすぐ行ってください  ***Kanji*:**  東, 都, 京, 都, 食, 飲, 車, 山 |

## Year 10

Table 9 – Year 10, Term 1

|  |  |
| --- | --- |
| Term 1  My lifestyle – 私のせいかつ | Suggested grammar, vocabulary and structures |
| Assessment task  Understanding texts (ML5-UND-01)  Listen to a podcast between an interviewer and a Japanese student about their lifestyle, including aspects of health.  Reflect on your daily activities and write a journal entry in Japanese:   * commenting on 3 of the topics discussed in the podcast * comparing your lifestyle to the student in the podcast and give reasons for similarities and/or differences.   Skills   * Use terms for body parts to describe illness or injury using がいたいんです and parts of the body. * Exchange information relating to daily routine and lifestyle including food, sleep, stress management, exercise, meditation. * Describe how often and for how long people do activities using かん. * Give reasons for lifestyle choices. * Access and compare detailed information from a range of texts describing people and their lifestyle habits or choices. * Create a text, for example a blog post, to describe and compare lifestyles. | **Body parts:**  あたま, かお, 目, 耳, 口, はな, は, かた, うで, 手, ゆび, おなか, せなか, あし, ひざ, あしくび  **Describing illness or injury:**  あしがいたいんです  **Daily routine and lifestyle activities:**  やさい/くだ物/えいようがある食べ物を食べます, みず/おちゃ/ミルクを飲みます, うんどうします, スポーツをします, ヨーガをします, あるきます/さんぽします, ジョギングをします, じてん車にのります, およぎます, はやくねます, はやくおきます, ストレスをへらします, リラックスします  **Describe how often and for how long people do activities:**  毎日二時間ヨーガをします/土よう日にプールで一時間はんおよぎます  **Give reasons for lifestyle choices:**  けんこうにいいですからえいようがある食べ物を食べます, けんこうのためによくうんどうします  ***Kanji*:**  目, 耳, 口, 手, 毎, 間 |

Table 10 – Year 10, Term 2

|  |  |
| --- | --- |
| Term 2  The people who influence me – 私にえいきょうをあたえる人 | Suggested grammar, vocabulary and structures |
| Assessment task  Creating texts (ML5-CRT-01)  You have entered a Japanese speech contest for Australian students studying Japanese. The topic is ‘The person who influences me the most’– 私に一番大きいえいきょうをあたえる人. You may choose someone you know personally or a celebrity.  Record your 2-minute speech describing that person.  Include a description of:   * their personality and appearance * why you like them, based on past experiences * how they are similar or different to you.   Skills   * Describe people using adjectives for physical appearance and personality. * Provide reasons, using から. * Ask why, using なぜ/どうして. * Reflect on events using the past tense. * Access and compare information from a range of texts describing people and their past actions. * Create text, for example a conversation, that discusses and justifies connections with people. | **More physical descriptions (in addition to Stage 4 Term 3):**  ふとっています, やせています, かみがくろい/ちゃいろ/きんぱつです, 目がちゃいろ/あおいです  **Provide reasons:**  先生はあたまがよくてやさしいですから大好きです  **Ask why:**  なぜ/どうしてハリースタイルズが好きですか  かっこいいですから好きです  **Reflect on events using the past tense of verbs, い adjectives and な adjectives:**  夏やすみに父と日本に行きました。たのしかったです。  四月に友だちと花見をしました。さくらはきれいでした。  ***Kanji*:**  先, 生, 番 |

Table 11 – Year 10, Term 3

|  |  |
| --- | --- |
| Term 3  Hopes and dreams – 私のしょうらいのゆめときぼう | Suggested grammar, vocabulary and structures |
| Assessment task  Understanding texts (ML5-UND-01)  You have seen a job post on social media seeking an English tutor for a Japanese family living in Australia whose young children do not speak English.  Respond with a direct message, outlining:   * your relevant skills * why you would be suitable for the job.   Ask questions about:   * pay * location * how many hours you will work per week.   Skills   * Exchange information, opinions and preferences about school subjects. * Discuss subjects and study routines using verb ています. * Describe part-time jobs, including where people work, how often and how much they get paid. * Describe what people are good/not good at and enjoy/do not enjoy. * Describe future plans. * Analyse information to compare and match the abilities and interests of people. * Create a text, for example a direct message on social media, to apply for a job. | **School subjects:**  日本語, えい語, こく語, フランス語, すう学, か学, 生ぶつ, れきし, ちり, おん学, びじゅつ, たいいく, かていか, ぎじゅつ, けいざい  **Express ability at something:**  とくい/とくいじゃない, 上手/上手じゃない, にがて/にがてじゃない, へた/へたじゃない  **Exchange information, opinions and preferences about school subjects, including what you are good at/not good at:**  日本語がとくいですから、一番好きなかもは日本語です  すう学はむずかしいですから、すう学が好きじゃないです  おもしろいですからか学が大好きです  **Express what subjects you are studying:**  えい語と日本語とか学とすう学とびじゅつとかていかをべんきょうしています  えい語や日本語やか学やすう学などをべんきょうしています  **Describe part-time jobs, including where people work, how often and how much they get paid:**  スーパーでアルバイトをしています。時きゅうは十七ドルです。毎しゅう五時間はたらいています。  **Future plans:**  大学に行きます/大学でべんきょうします  りょこうします  日本/ヨーロッパ/かんこく/アメリカ/に行きます  先生/べんごし/いしゃ/かんごふ/エンジニア/かいけいし/デザイナー/さっか/ジャーナリストになります/なりたいです  **Discuss future plans:**  しょうらい何をしますか, しょうらい何になりたいですか  しょうらいりょこうしたいです, 日本語の先生になりたいです  ***Kanji*:**  語, 好 |

Table 12 – Year 10 – Term 4

|  |  |
| --- | --- |
| Term 4  My place in the world – せかいの中の私のばしょ | Suggested grammar, vocabulary and structures |
| Assessment task  Interacting (ML5-INT-01)  You are on exchange in Japan and having a conversation[[13]](#footnote-14) with your host sister/brother, getting to know each other.  In pairs, with one taking on the role of the exchange student and one the role of the host, engage in a conversation discussing a photo of a past event in your life that was important to you.  In the conversation, each of you will:   * describe the event, when and where it occurred and what happened * give your opinion about the event * ask and respond to questions about the event in the photo.   Skills   * Exchange information about activities you do, and say when you started them. * Describe a favourite or important past event, for example a celebration or family holiday, using past tense of verbs and adjectives. * Reflect on past experiences using い[adjective]かった/な[adjective]だったと思います. * Create a text, for example a journal entry, reflecting on a past experience. | **More leisure activities and life events (in addition to Stage 5 Term 2):**  ピアノ, ヴァイオリン, ギター, ラグビー, ゴルフ, たいそう, クリケット, ネットボール, スキー, りくじょう, スケートボード, バレーボール  **Exchange information about activities you do, and say when you started them:**  五さいの時にサッカーをはじめました, 十さいの時にギターをはじめました  **Describe a favourite or important past event, for example a celebration or family holiday, using past tense of verbs and adjectives and reflecting on the experience:**  そぼの七十さいのたん生日パーティーのしゃしんです。そぼは日本りょうりが好きですから日本のレストランに行きました。すしとやきとりとてんぷらを食べました。たん生日ケーキも食べました。おいしかったです。そぼにネックレスをあげました。そぼの七十さいのたん生日パーティーはたのしかったと思います。 |

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# Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Differentiation:** further advice to support Aboriginal and Torres Strait Islander students, EALD students, students with a disability and/or additional needs and High Potential and gifted students can be found on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Inclusion and differentiation 7–10 advice](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/inclusion-and-differentiation-advice-7-10) webpage.

**Assessment**: further advice to support formative assessment is available on the [Planning, programming and assessing 7–12](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12) webpage. This includes the [Classroom assessment advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/classroom-assessment-advice-7-10-). For summative assessment tasks, the [assessment task advice 7-10](https://education.nsw.gov.au/teaching-and-learning/curriculum/planning-programming-and-assessing-k-12/planning-programming-and-assessing-7-12/assessment-task-advice-7-10) webpage is available.

**Alignment to system priorities and/or needs**: [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468).

**Alignment to the School Excellence Framework**: this resource supports the [School excellence](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Proficient Teacher Standard Descriptors](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) [3.2.2, 3.3.2].

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview)

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Japanese 3 year scope

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

**Creation date**: 21 January 2025

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1. As this task assesses interaction, students are encouraged to work in pairs to complete the video chat. Some students may prefer to work individually and/or use assistive technology to provide oral responses. [↑](#footnote-ref-2)
2. Students could perform live in class, or record their ‘call’ using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-3)
3. Teachers can provide information in Japanese for students without a partner. [↑](#footnote-ref-4)
4. Teachers provide a blank profile for students to complete, so all information is presented. Students complete the task individually. Students may write or voice record their response. [↑](#footnote-ref-5)
5. Teachers provide a restaurant link (with menu) to students, or a sample menu. Support with vocabulary from authentic resources may be provided. [↑](#footnote-ref-6)
6. Teachers source or create their own event timetable. Support with vocabulary from authentic resources may be provided. The flyer may be printed or digital. [↑](#footnote-ref-7)
7. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-8)
8. As this task assesses interaction, students are encouraged to work in pairs for the conversation. Some students may prefer to work individually and/or use assistive technology to provide oral responses. Students could perform live in class, or record their conversation using a platform such as [Flip](https://info.flip.com/). [↑](#footnote-ref-9)
9. Teacher can provide printed handouts of this website, if preferred, and provide scaffolded support to understand information. [↑](#footnote-ref-10)
10. Teacher can provide printed handouts of this website, if preferred, and provide scaffolded support to understand information. [↑](#footnote-ref-11)
11. Students may be given prompt cards or scaffolds to support spontaneous interaction. [↑](#footnote-ref-12)
12. Students may be provided with a [scaffold](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-japanese-assessment-planning-scaffold.docx). [↑](#footnote-ref-13)
13. Students may be provided with a [scaffold](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s5-japanese-assessment-planning-scaffold.docx). [↑](#footnote-ref-14)