# Japanese – Stage 4 – sample unit of work

## Let’s go to a festival – まつりに行きましょう



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## Unit description and duration

This 10-week (25-hour) unit introduces students to Japanese festivals and events. Attending festivals and events connects us to our community. Students will develop the language skills and intercultural capability to say what they want to do and make suggestions, with reasons, using verbs and adjectives. Students will learn about language choices that demonstrate an understanding of Japanese culture and etiquette, and explore the significance of seasonal and monthly festivals and events in Japan.

In this unit, students are provided with opportunities to:

* discuss festival activities and where they occur
* structure sentences using future tense verbs
* suggest attending an event on a day or in a season
* discover aizuchi and how to use it to comment on activities
* state what they want to do and where they want to go.

## Student prior learning

Before engaging in this unit, students would benefit from prior experience with:

* *hiragana* symbols
* *katakana* for foods and drinks
* kanji numbers
* food vocabulary
* verbs relating to eating and drinking, for example あさごはんをたべます
* past tense of verbs
* adjectives
* possession particle の
* giving a reason using だから
* stating likes, dislikes and favourites
* sharing opinion using とおもいます.

## Syllabus outcomes and content

This unit addresses the following outcomes:

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities. These are suggested only and may vary according to how you use and/or adapt each activity for your context.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Summative assessment task – end of unit

**This is an overview only. Further details, including related content dot points and marking guidelines, can be found at** [Appendix A](#_Appendix_A)**.**

**Outcomes:**

* **ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**
* **ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

**Part A:** **Understanding texts (ML4-UND-01)**

You are on exchange in Japan. Look at the event timetable for a cultural festival coming up in your town with a brief outline of what is on offer. Complete these tasks:

* Answer questions 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, 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. Include:

* each person’s 2 activity choices and why they are preferred and reasons for your preferences
* a negotiation to identify one activity to attend, with reason(s)
* a plan to go to the event including location and day
* *aizuchi* to keep the conversation flowing.

## Learning sequence

The information below outlines sample learning sequences for this unit of work. Timeframes, formative and summative assessment tasks, teaching and learning activities and reflection and feedback opportunities should be adjusted to suit your context, including the specific strengths and needs of students.

**Set the scene** – consider setting up a scene, in an area of the classroom, that looks like a cherry blossom tree or park, and place a blanket down. Students can use this space during the term, to support interacting through activities such as playing card games or engaging in simple conversations. You can view samples on sites such as [Pinterest](https://www.pinterest.com.au/pin/862509766117600050/).

**Anchor chart** – this unit of work includes a [class anchor chart](https://www.weareteachers.com/anchor-charts-101/), which is a visual summary of learning. Anchor charts can be created collaboratively as a class or individually for a personalised summary of useful vocabulary and structures for the unit. Anchor charts can be set out with various categories such as festivals/seasonal events, places, activities/foods/drinks, verbs, seasons/months, days of the week. These can be colour coded and annotated for easy reference.

### Weeks 1–4 – seasons and their festivals

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks1–4

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * seasonal festivals and events are a significant aspect of Japanese life * certain activities occur at a variety of festivals and events in Japan * pronunciation and intonation can impact meaning * infographic text types are brief and informative, and use different scripts to assist comprehension. | Students can:   * identify a range of Japanese festivals and the month in which each one occurs * use a Japanese sentence to state activities that occur at festivals * play *karuta* to convey and understand spoken text * compose an infographic about a festival or event, using familiar script. |

**Suggested vocabulary and grammatical structures:**

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、おつきみ、たいいくのひ、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、ピックニック、しゃしん、さくら、あめ

Saying that you do various activities, for example: さくらをみます、ピックニックをします、カラオケをします、おにぎりをたべます、おちゃをのみます

Asking and saying that you go to various places, for example: どこにいきますか、まちにいきます、やまにいきます

Asking and responding to when and where activities take place: [time word]に[activity]を～ます、いつ[activity]を～ますか、いつですか

#### Discover seasonal festivals and their activities

* Introduce the final summative assessment task which students will do at the end of term. Discuss the expectations of the task and the marking guidelines, to ensure students understand expectations and learning goals. Explain that all activities completed this term will build the students’ skills to help them complete the task. Encourage the students to ask questions.
* Building the field – as a class, discuss festivals that occur in the students’ own cultures. Students use the [think, puzzle, explore routine](http://www.pz.harvard.edu/resources/think-puzzle-explore) to activate their prior knowledge about festivals they have experienced, and generate ideas and curiosity about festivals in Japan. Ask students to suggest relevant vocabulary and language structures in Japanese from prior learning and add these to the class anchor chart (which will be added to as the unit progresses). These may include foods and drinks, places and activities. Then ask students to identify vocabulary and structures in English they may need to discuss festivals in more detail, such as what happens at festivals. In Japanese, add the additional vocabulary and structures identified by students to the anchor chart. Use the vocabulary and structures on the anchor chart to promote spontaneous interaction by asking students, and having the students ask each other, questions such as *Do/did you like sushi? Do/did you like green tea? Do/did you go to [name of festival]? Do/did you eat yakitori?* Encourage the students to expand on their responses with adjectives, opinions and reasons from prior learning. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Provide students with the [‘Let’s go to a festival!’ resource [DOCX 93KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-lets-go-to-a-festival.docx) to revise the differences between *hiragana*, *katakana* and *kanji*. Students identify the 3 different types of script, for example by highlighting each script in a different colour. Students then identify the meaning of the vocabulary, discussing why different scripts are used for different words, drawing on prior learning. Students then use the vocabulary list to create a range of simple and more complex sentences. Consider reviewing options such as verb tenses and conjunctions that students could use to make their sentences more complex. Students may work individually or in pairs. **Use knowledge of features of the sound system to understand texts (ML4-UND-01); Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Using [flashcards](https://jpf.org.au/classroom-resources/flash-cards/kanji-cards-for-secondary-students/), show the *kanji* for seasons and the moon. Ask students for ideas on how to memorise the *kanji* and their meanings using images, rhymes and mnemonics. Watch the hyperlinked videos to further help students remember the *kanji* [月 (2:04)](https://www.youtube.com/watch?v=dWbBgeiAyrA), [春 (1:00)](https://www.youtube.com/watch?v=tS3xTKCIrXQ), [冬 (1:00)](https://www.youtube.com/watch?v=CLlnrPkyy30), [秋 (1:00)](https://www.youtube.com/watch?v=NdM39kegE80), [夏 (1:00)](https://www.youtube.com/watch?v=uAUho8DgV4Q).
* Demonstrate the stroke order of the *kanji* for the seasons and the moon 月 ([stroke order](https://jisho.org/search/%E6%9C%88%20%23kanji)), 春 ([stroke order](https://jisho.org/search/%E6%98%A5%20%23kanji)), 冬 ([stroke order](https://jisho.org/search/%E5%86%AC%20%23kanji)), 秋 ([stroke order](https://jisho.org/search/%E7%A7%8B%20%23kanji)), 夏 ([stroke order](https://jisho.org/search/%E5%A4%8F%20%23kanji)) on the board. Students practise writing these using the correct stroke order. In pairs, students practise further by taking turns to write a *kanji*, leaving out one of the strokes, then giving it to their partner to identify and add the missing stroke. The partner then reads the character and says its meaning, before swapping roles. Add the *kanji* to the anchor chart started at the beginning of the unit and students record them in books or devices, using each one in a sentence. **Use sound–symbol correspondence to create written texts (ML4-CRT-01)**
* Introduce seasons, months and seasonal festivals using the [‘Japanese seasons and calendar’ resource [DOCX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-seasons-and-calendar.docx)*.* Students write the months for each season in a full sentence, using the structure 春は三月と四月と五月です. Students add the season, in *kanji*, underneath each month. Students read the festival or seasonal event vocabulary and write the meaning in English. Students look at the festival picture for each month and write a sentence in Japanese, following the example 四月はおはなみです. In small groups, students research and create a brief description of each festival or seasonal event, in English. The description should include why it happens, what happens and who it involves. Students identify 3–4 events in Australian life, look up their Japanese term and add these to the resource, using the same structure. **Use sound–symbol correspondences to create written texts (ML4-CRT-01); Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Drawing on prior learning and using the sentences from the [‘Japanese seasons and calendar’ resource [DOCX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-seasons-and-calendar.docx), students and the teacher ask questions and respond to each other about the seasons and related events in Japan and Australia, for example: *When is it winter in Japan? Do you like winter? Is Australia’s summer in December? What do you do in summer*? *When is Christmas?* *What months is spring in Australia?* **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* Watch YouTube clips showing different aspects of the cherry blossom festival – [Cherry Blossom Festival & Japanese Festival Food/Gold Ice Cream (4:00)](https://www.youtube.com/watch?v=0-9o87g2wP4), [The best places to see cherry blossoms in Tokyo (5:00)](https://www.youtube.com/watch?v=oWY3fW2VpjQ) and [Hanami in Tokyo – From morning till night (2:57)](https://www.youtube.com/watch?v=VQ3bhSWTezU). As a class or in groups, create a list of foods, places and activities seen in the clips in Japanese. Students may need to consult dictionaries to support the building of this vocabulary. (Note: you may need to right-click on the YouTube hyperlink, then copy and paste the link directly into the search bar and click the enter key.) Give students time to investigate other festivals and events or show more clips from other festivals from the calendar, and brainstorm new words that could be relevant to these events. For example, はなび, つき, ほし, にんぎょう, こいのぼり, だんご, たんざく, ゆかた, おまもり, かいます, きます, かきます, みます, いきます. Add these words to the anchor chart by writing sample sentences in Japanese. Students write their own sentences using grammatical structures from prior learning, such as opinions, reasons, questions, adjectives and sentence starters. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01); Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**
* Provide students with the [‘Activities at a festival – sentence builder scaffold’ resource [DOCX 90KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-activities-festival-sentence-builder-scaffold.docx). In teams (or individually, if students prefer), students write 5 sentences using the scaffold, for example はなびはきれいです. When the students are ready, read out single items of vocabulary, for example はなび or おもしろい. If a team or student has that word in their sentence, they stand up. The first student to stand up then reads their team’s or their own sentence aloud which contains this word. If it is correct, the team gets a point. Then ask students in the other teams if they can translate the sentence. The first student who translates it correctly wins a point for their team. The game continues until one of the teams reaches 5 points. **Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**
* Give students the [‘Japanese festival posters’ resource [DOCX 87KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-festival-posters.docx) with links to authentic Japanese event posters relating to seasons. Students view and read the posters, then answer questions in English to check understanding. When students have completed all the questions, discuss responses as a class. For the 2 questions requiring students to justify an opinion with reference to the text (question 4 for event 2, question 4 for event 4), discuss what a good response looks like. This will support students with this type of response in the summative assessment task. **Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)****; Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* To build vocabulary relating to Japanese festivals and seasonal events, present the [‘Japanese festivals and seasonal events’ resource [PPTX 10.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-festivals-and-seasonal-events.pptx) which practises the structure [activity]を[verb]ます. Students and the teacher ask each other questions to promote spontaneous interactions using the new vocabulary and prior learning such as *Do you like playing cards? Do/did you eat dango? Do you think [activity] is fun?* Also give prompts such as *but* to encourage students to draw on prior learning and use the new language in different contexts. **Use relevant and familiar vocabulary from a range of themes to interact (ML4-INT-01)**
* As a class, read the sentences at the top of each slide in the [‘Japanese festivals and seasonal events’ resource [PPTX 10.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-festivals-and-seasonal-events.pptx). Students then choose a relevant activity on their [‘Japanese seasons and calendar’ resource [DOCX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-seasons-and-calendar.docx) and copy each sentence across. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**
* Provide students with the [Quizlet set](https://quizlet.com/_d3ceyu?x=1jqt&i=1esj6k) of festival activities, to practise and learn them. Add new phrases to the anchor chart and students add to books or devices.
* Working in teams, students play [‘Jeopardy question game’ resource [PPTX 1.7MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-jeopardy-question-game.pptx), to practise creating sentences relating to activities at a festival. Starting at the top left of the game board, teams take turns to work through each card on the Jeopardy board. Using the word revealed on the board, the team has 30 seconds to create a question on their mini whiteboards (or A4 pieces of paper) about a festival activity using the structure [activity]を[verb]ます’, then reads it aloud. If they are correct, they get the points value for that word. If not, the other team gets a chance to try, and so on. Extra points of the same value can be awarded to the other team by answering the question the first team creates, to encourage spontaneous interaction. The team with the most points at the end of the game wins. The board can be re-used, with each team creating different sentences for each round. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

For example:

* Team 1 chooses さくら, and writes and then says: さくらをみますか。
* Team 2 replies: はい、さくらをみます。
* Team 2 chooses ねんがじょう, and writes and then says: ねんがじょうをかきますか。
* Team 1 replies: いいえ、かきません。

#### Seasonal activities with verbs

* Using the [‘に particle with いきます’ resource [PPTX 4MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-ni-with-to-go.pptx), introduce using the particle に with いきます when going to a place or festival. Students consolidate their understanding of the new vocabulary by completing the [‘Sort the words and make sentences’ resource [DOCX 97KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-sort-words-and-make-sentences.docx). Students sort the words into categories then make a sentence with each word. Student then make 5 sentences into questions and interact with 2 classmates to practise the question-answer structure. Students also practise the [place/event]にいきます structure. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* To consolidate understanding of activity structures that can be used when discussing festivals and events, give students the blank 25-space [‘Bingo card’ resource [DOCX 162KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-bingo-card.docx). Using the vocabulary from the [‘Sort the words and make sentences’ resource [DOCX 97KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-sort-words-and-make-sentences.docx), ask students to add a mix of verbs and nouns into the 25 squares. When the students are ready, read out sentences relating to the vocabulary and structures in this topic, asking students to mark any correlating word(s) that they recognise on their bingo card. For example, the teacher reads さくらをみます and if students have さくら and/or みます on their bingo card, they cross them off. Students may play in teams and take turns being the caller. Include various language structures from prior learning such as past tense of verbs in phrases being called. **Use knowledge of features of the sound system to understand texts (ML4-UND-01)**

#### Let’s play *karuta*

* Using the link, students explore information about the Japanese card game [*karuta*](https://www.tofugu.com/japan/karuta-japanese-cards/)*.* Then, students create their own *karuta* game by [making their own cards](https://akitajet.com/wiki/General_Karuta_Cards), in Japanese, from nouns they have learnt throughout the unit, along with a corresponding card that has a phrase, question or sentence relating to the noun card in Japanese (this may be from the unit or also include prior learning). For example, a vocabulary card with the word おにぎり could have the sentence card おにぎりをたべます added as a matching card to be read by the caller while playing. Encourage students to use a variety of structures such as past and/or present tense on their cards. Remind them to use correct pronunciation and intonation when they are the caller. Students may wish to play the game in the simulated cherry blossom scene in the classroom. **Use knowledge of sound–symbol correspondences to understand and respond to texts (ML4-UND-01)**
* Explore the [‘Seasons infographics’ resource [PDF 6.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-season-infographics.pdf) through a running dictation game. In teams of 3–4, students take turns playing the role of the runner, messenger(s) and secretary to convey festival information from the flyers. All communications from the messenger(s) to the secretary are in Japanese. Instructions and variations on the game can be found on the [ESL speaking games](https://eslspeaking.org/esl-game-running-dictation/) website. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**

#### Mini task – progress checkpoint

Table – mini task – progress checkpoint 1

|  |
| --- |
| Mini task – infographic |
| As a formative assessment task, to ensure students are on track to succeed in the final assessment of learning task, students create an infographic relating to a Japanese festival of their choice. As a class, introduce students to the features of an effective infographic by engaging with the [What is an infographic (1:34)](https://www.youtube.com/watch?v=Yvo-mHq1ojU) video. Note: you may need to right-click on the YouTube hyperlink, then copy and paste the link directly into the search bar and hit enter.  In Japanese, students create an infographic, hand drawn or digital (for example using [Canva](https://www.canva.com/)), on a Japanese festival or seasonal event, including the following:   * the name of the festival * the month and the season the festival is held * a sentence describing the festival, using 2 adjectives in joining form * 3 sentences describing activities that occur at the festival * relevant images.   Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as identify future learning goals. **Use familiar text features; Use structures and features of the target language writing system to create written texts (ML4-CRT-01)**  **Peer feedback** – students swap their infographics to check for understanding, discuss areas that need further clarification and explore additional language and/or infographic features which can be used. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**High potential and gifted students** – students manipulate language to provide more details such as dates, conjunctions/connective sentences and a persuasive device such as ‘please come/please read’.

**Students requiring additional support** – provide students with an infographic with cloze sentences and/or a template to complete.

**Advanced proficiency** – students advertise a festival of their choice by creating a podcast, webpage or recorded advertisement.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. How could I expand on my sentences about the event to include a broader range of vocabulary and grammar? (Record or make note of the expanded sentences.)
2. Are my sentences grammatically accurate and use correct script? What can I change?
3. Are my sentences relevant to the visuals in the infographic? How can I link these to prior learning and apply them to the final task?

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

### Weeks 5–7 – activities at festivals

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks 5–7

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * correct use of particles is important for clear communication * making suggestions and commenting on activities reflects cultural understanding. | Students can:   * express where an activity is occurring and suggest going to or participating in an activity * understand where an activity is occurring and respond appropriately to suggestions. |

**Suggested vocabulary and grammatical structures:**

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、おおきい

Asking and saying where activities take place: どこで[activity]を～ますか、[place]で[activity]を～ます

Making suggestions to do an activity, for example: いきましょう、みましょう、たべましょう、のみましょう、しましょう

The etiquette of aizuchi, for example: おいしいですね、うるさいですね、いいですね、そうですね、そうですか、うん

Accepting or refusing invitations: はい、しましょう、[noun]はちょっと\_\_\_

#### Where is it happening?

* Provide each student with 6 sticky notes. Using the sentence pattern [activity/food/drink]を[verb], students write 6 sentences – one on each sticky note. While students are writing, write the word for each of the places introduced in the unit, in Japanese, on a poster large enough for students to add their sticky notes, and place these on walls around the room. Working in pairs, students take turns to read their sticky notes to each other and decide the location where the activity occurs. They then add the sticky note to the relevant poster. They continue until both students’ sticky notes are placed on the posters. **Use structures and features of the grammatical system to create texts (ML4-CRT-01); Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes (ML4-UND-01)**
* Using the poster and sticky notes, teach the question-answer structure どこで[activity]を～ますか and [place]で[activity]を～ます and practise with students. Add to the anchor chart and students add to books or devices. Students complete the [‘Where …? – interacting activity’ resource [DOCX 610KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-where-interacting-activity.docx). In Japanese, students write a sentence under each location, with one activity that could occur there. When they have finished, they interact with classmates to identify another activity that could occur in each location. **Ask questions and describe actions (ML4-INT-01)**
* Using the [‘Activities at a festival’ resource [DOCX 106KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-activities-festival.docx), complete a range of Conti[[1]](#footnote-2)-style activities to practise vocabulary and structures. First, read 6 sentences aloud in a ‘faulty echo’ game. Students must identify the incorrect or missing word by writing it on their mini whiteboards or A4 paper. Students then complete this activity in pairs. Next students complete a communicative drill with the sentence builder, then play a game of ‘Find someone who …?’. **Socialise with peers; Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**

#### Adjectives and aizuchi in a conversation

* Engage with the [etiquette of grunting blog](https://www.fluentu.com/blog/japanese/aizuchi/#:~:text=Aizuchi%20consists%20of%20frequent%20interjections,right%2C%E2%80%9D%20and%20so%20on.) as a class, with the teacher reading the Japanese sections. View [Aizuchi: Why it's impolite not to ‘chime in’ in Japanese (1:49)](https://www.youtube.com/watch?v=G-GQRYA_yMw) and [How to Hanami: A beginner’s guide to cherry blossoms viewing in Japan (8:42)](https://youtu.be/-D0sd7rzpLA?t=134) – the link starts at the correct point in the video (approximately 2:15 min from the start). Ask students to consider what is being discussed and if they can identify そう and/or うん in the conversation. Note: you may need to right-click on the YouTube hyperlink, then copy and paste the link directly into the search bar and hit enter. **Respond to texts by reflecting on how language is connected with cultural practices and values, and how this is evident in their own language(s), culture(s) and identity (ML4-UND-01)**
* Introduce the new adjectives from the vocabulary list for this section of the learning sequence, with flashcards. Students note them in books or devices.
* Using the [‘Japanese seasons and calendar’ resource [DOCX 1.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-seasons-and-calendar.docx), practise the structure with students by asking them to agree with comments and questions about the images, using *aizuchi*. For example, you could say はなびはたのしいですね and a student could reply withそうですね or うん、たのしいですね. When students are ready, they can take turns to ask the question or say the comment, choosing peers to reply. **Use a range of communication strategies to facilitate interactions in familiar contexts, Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* View the [Expressing impressions (0:29)](https://www.nhk.or.jp/lesson/en/lessons/12.html) video (in the skit tab), in which characters visit *Sensooji* and model the structure [adjective]ですね while purchasing amulets. Add new words to the anchor chart and students record the way adjectives are used in a sentence to describe a specific object in books or devices. For example, おいしいすしですね. Students consider what activities are relevant to a cherry blossom festival, as well as the video content, and write a short exchange using adjectives and *aizuchi*. **Demonstrate understanding of the context, purpose and audience in predictable texts (ML4-UND-01); Use familiar text features; Use language that is appropriate to cultural practices and values to create texts (ML4-CRT-01)**
* **Students engage with the 2 flipbook activities (with related comprehension and discussion questions) at** [*Sekai no Sakura* – cherry blossoms around the world](https://jpf.org.au/classroom-resources/resources/sakai-no-sakura-cherry-blossoms-around-the-world-flipbook-and-activity/) **and** [*Sakura*](https://jpf.org.au/classroom-resources/resources/sakura/), **to consolidate their knowledge of *hiragana* and extend their knowledge of *katakana*. Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01)**
* As a class, engage with the YouTube clip [Eliciting and Making Proposals in Japanese using 〜ましょうか and 〜ましょう (1:59)](https://www.youtube.com/watch?v=F8BSVUXfapQ) to teach how the ～ます and ～ました verb endings from prior learning can be changed to ～ましょう(let’s go/do) to make a suggestion or ～ましょうか (shall we go/do) to express suggestions. Add to anchor chart and students record examples in books or devices, using examples such as たべます/たべましょう and いきます/いきましょうか. Students practise changing the verbs のみます and します to a suggestion sentence by creating 2 sentences to add to their notes. **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* **As a class, engage with the** [Let’s take a photo (3:00)](https://www.nhk.or.jp/lesson/en/lessons/22.html) **video (in the skit tab), with Japanese (*rōmaji*) subtitles turned on. Students listen to animated characters discussing activities at the Snow Festival. Students identify known verbs and their endings (for example ～ました past tense, ～ましょう suggestion). Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* **As a class, engage with the YouTube clip** [Impressive Ice Sculptures at the Sapporo Snow & Ice Festival in Japan (3:29)](https://www.youtube.com/watch?v=4TuwVR6waVk) **to explore the activities that take place at the Snow Festival. Students select 3 activities from the festival that appeal to them and create a ‘shall we go/do’ suggestion sentence for each one in their books.** **Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Revise the difference between sentences with the particle に (going **to** a place) and sentences with the particle で (doing something **at** a place). Divide the class into teams and provide each team with the [‘Practising the particles に and で’ resource [DOCX 3.3MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-practising-the-particles-ni-and-de.docx). Students compete in a race-style understanding activity, with a messenger from each team listening to a sentence read out by the teacher and repeating it to their group. The group listens carefully and arranges cards into the correct order to match the sentence. **Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* Teach how to accept suggestions with はい、～ましょう for example, ask ‘Shall we go to the Snow Festival?’ゆきまつりにいきましょうか and respond はい、いきましょう. Demonstrate how to add aizuchi, for example ゆきまつりはたのしいですね/そうですか/そうですね. Using the [‘Japanese festivals and seasonal events’ resource [PPTX 10.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-festivals-and-seasonal-events.pptx), practise suggesting a range of activities, with students agreeing and adding *aizuchi* to their responses. Add to anchor chart and students record in books or devices. **Ask questions and describe actions (ML4-INT-01)**
* Students engage with the article [How to say ‘no’ in Japanese](https://www.busuu.com/en/japanese/no-in-japanese#:~:text=And%20why%20you%20shouldn't%20say%20no%20in%20Japanese&text=In%20Japanese%20culture%2C%20it's%20unusual,and%20paired%20with%20further%20explanation.). Then discuss as a class the Japanese etiquette of not directly saying ‘no’ to a suggestion, instead using the phrase [activity]はちょっと。。。. Add to anchor chart and students record in books or devices. Demonstrate the [*maru/batsu*](https://en.ac-illust.com/clip-art/23550802/a-salaried-worker-who-makes-a-maru-batsu-gesture) (yes/no) gesture. Using the [‘Japanese festivals and seasonal events’ resource [PPTX 10.6MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-festivals-and-seasonal-events.pptx), practise making suggestions to the class and ask students to respond to the activity suggested by using the *maru/batsu* gesture. If a student responds with *batsu* (no) ask them to decline with ちょっと。。。. For example, ask はなびをみましょうか and student responds はなびはちょっと。。。. If a student responds with *maru* (yes), ask them to respond with an adjective and *aizuchi*. For example, はなびはたのしいですね。うん、いきましょう. Students complete the [‘Suggesting activities’ resource [DOCX 2.9MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-suggesting-activities.docx), practising the new structures of suggesting and accepting (with adjective) or declining. **Ask questions and describe actions;** **Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**

#### Mini task – progress checkpoint

Table – mini task – progress checkpoint 2

|  |
| --- |
| Mini task – comic strip |
| As a formative assessment task, to ensure students are on track to succeed in the final assessment of learning task, students create a comic strip or animation for students learning Japanese, to demonstrate language and etiquette in relation to accepting and declining invitations. In the comic strip or animation, students include at least 3 suggestions, including a place and an activity at each place, and 3 responses. At least one response must be a negative. Students plan their text first, using the [storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=177377fd-ec16-a390-11ea-b79fb9f1d5e9) tool. Encourage students to expand their language use by drawing on prior learning to incorporate *aizuchi*, a variety of verbs and activities, joining adjectives, negative verbs, conjunctions, giving reasons and asking questions. Students should consult the marking guidelines for the final assessment of learning task, to check for understanding of language and expectations and apply these to the mini task, as well as set future learning goals. **Create imaginative texts;** **Use language that is appropriate to cultural practices and values to create texts (ML4-CRT-01)**  **Peer feedback** – students swap their comic strip with another student for [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) on language used. Students edit their comic strip to reflect the feedback given. Students form small groups and read aloud their comic strips. Students in the group discuss the language used and how this language can be applied to other situations, expanded upon or improved. |

 **Differentiation examples**

The following strategies provide a starting point for how you can differentiate the mini task for a range of learners. Adapt or design alternatives, to meet the needs of students in your class.

**Students requiring additional support** – provide students with a storyboard scaffold and sentence prompts.

**High potential and gifted students and advanced proficiency** – students incorporate language to suggest time and season.

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://spark.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals.

Reflection questions:

1. What elements of this task can be included in the summative end of unit task?
2. How can I build my confidence in using similar language in an interaction (instead of a comic strip or animation, which is planned)?
3. Did I include a broad range of language and topics in the comic strip or animation? How can I expand to make more complex structures and include a wider variety of language?

 **Teacher reflection and evaluation** – *reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.*

### Weeks 8–10 – making plans and summative assessment task

The table below contains suggested learning intentions and success criteria. These are best co-constructed with students.

Table – learning intentions and success criteria for Weeks 7–10

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that:   * reasons can be communicated in different ways * there are culturally-appropriate ways to negotiate and make plans. | Students can:   * explain why they do or suggest an activity * negotiate and decide upon an event and when to attend. |

**Suggested vocabulary and grammatical structures:**

Days of the week: 日よう日、月よう日、火よう日、水よう日、木よう日、金よう日、土よう日

Stating ‘I want to do something’ or ‘I want to go somewhere’: まつりにいきたいです。かわ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

Providing reasons for suggestions using だから

#### When and why should we go?

* Introduce the days of the week as another possible reason for attending an activity. Watch the video clip on [days of the week (5:21)](https://www.youtube.com/watch?v=TsWTxKjN5n8) and play a [Kahoot](https://create.kahoot.it/share/days-of-the-week/b43ba8bc-103b-4126-9412-c6d12308adaf) to help consolidate understanding of how to use the days. Add days of the week to the anchor chart and students record in books or devices. Students investigate the origins of the *kanji* symbols used for the seasons and days of the week to help memorise and recognise them. Students practise writing characters with correct stroke order. Japanese *shodo* can be introduced to practise writing these *kanji*. **Use sound–symbol correspondences to create written texts (ML4-CRT-01)**
* Students practise the structure [day]に[activity]を～ます by completing the [‘My week’ resource [DOCX 182KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-my-week.docx). Students write an activity for each day of the week, then interact with a classmate to share information. **Create informative texts to describe and share information about themselves and their personal world (ML4-CRT-01)**
* Brainstorm reasons why people participate in different activities, including days, seasons, preferences, location, timing and adjectives (for example ‘hot’ or ‘fun’). Model how to make suggestions based on reasons, placing the reason **before** the suggestion and revising the use of だから. For example, あついです。だから、うみにいきましょう. Students select 2 adjectives, 2 seasons and 2 days, then create the reason sentence followed by a related suggestion sentence (starting with だから) for each reason sentence. For example 夏です。だから、はなびをみましょう. **Use relevant and familiar vocabulary from a range of themes to create texts (ML4-CRT-01)**

#### I want to do something

* **Explain to students that they can adjust verbs by substituting ます with たいです to state that they want to go somewhere or do something. Students create a table of verbs with the ‘will do’ (**～**ます), ‘let’s do’ (**～ましょう) **and ‘want to do’ (**～**たい) forms as separate columns or rows as a reference for future use. Play a** [Kahoot game](https://create.kahoot.it/share/japanese-verb-forms/f0bb05f5-5a44-49f6-a263-be9dab2d4a2c) **to consolidate understanding of the various verb endings in different sentences. Use familiar metalanguage to compare target language structures and features with English (ML4-UND-01)**
* Place students in pairs. Provide each student with the instructions page and one of the Student A, B C or D pages from the [‘Timetables’ resource [DOCX 233KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-timetables.docx). Each student in the pair should have a different letter. Model the structure, for example 木よう日にまちでおどりをしたいです。しましょうか. Then model the ways to accept (はい、木よう日にいきましょう) or decline and provide an alternative (木よう日はちょっと。。。、金よう日にいきましょうか。). Students complete the interaction in pairs, until each person has found suitable day(s) for their 2 activities. Students then repeat the interaction with a new partner until they have a person’s name and an activity for each day they are available. **Understand and reciprocate information about their own and others’ personal worlds (ML4-INT-01)**
* Students complete the [‘Postcard activity’ resource [DOCX 1MB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-postcard-activity.docx) to practise reasons for attending and participating in activities. Students match 8 invitation postcard images to their text and answer comprehension questions. **Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01)**
* Students choose one of the postcards and create a text response, to thank the sender for the invitation and agree or disagree to go, with a reason. **Recognise and use structures and features of the target language writing system to understand and respond to texts (ML4-UND-01)**
* **Students are given the** ['*Tai* form’ resource [DOCX 91KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-tai-form.docx) **to complete reading comprehension activities that build responding, interacting and creating text skills needed in the summative task.** **Develop and use comprehension strategies to interpret information, opinions and ideas in texts (ML4-UND-01); Ask questions and describe actions; Express and explain emotions, opinions and personal preferences (ML4-INT-01)**

#### Summative assessment task

* **In pairs, students draw from the language on the unit anchor chart to create a dialogue with a partner to make plans to attend an event. Students use as many different variations of verb endings, reasons, suggestions and** aizuchi**, in order to revise and practise language learned during the unit. Give feedback to each group, encouraging students to extend themselves to include more complex structures and a variety of vocabulary. Use structures and features of the grammatical system to create texts (ML4-CRT-01)**
* Students complete summative assessment task. **Listen to, read and view information, opinions and ideas in a range of predictable texts on familiar themes; Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas (ML4-UND-01); Express and explain emotions, opinions and personal preferences; Ask questions and describe actions; Use structures and features of the grammatical system to interact; Use features of the sound system in spoken interactions; Use language that is appropriate to cultural practices and values to interact (ML4-INT-01)**
* **Teacher feedback** – while students are finalising their summative tasks, engage in group and individual discussions to support ideas, encourage deep thinking about learning of the unit that can be included and give advice to students needing support.

## Evaluation and variation

 *Record any variations you implemented, including extensions and adjustments implemented to support student learning. For example, adjustments for students with special education needs. The evaluation can include feedback from students.*

## Registration

Teacher name:

Teacher signature:

Date:

## Appendix A

### Sample summative assessment task

#### Outcomes and content

**ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding**

* Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas

**ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language**

* Express and explain emotions, opinions and personal preferences
* Ask questions and describe actions
* Use structures and features of the grammatical system to interact
* Use features of the sound system in spoken interactions
* Use language that is appropriate to cultural practices and values to interact

#### Task

**Part A:** **Understanding texts (ML4-UND-01)**

You are on exchange in Japan. Look at the event timetable for a cultural festival coming up in your town with a brief outline of what is on offer. Complete these tasks:

* Answer questions 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, 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. Include:

* each person’s 2 activity choices and why they are preferred and reasons for your preferences
* a negotiation to identify one activity to attend, with reason(s)
* a plan to go to the event including location and day
* *aizuchi* to keep the conversation flowing.

### Sample stimulus for Part A

Consider designing your own stimulus task, based on any adaptations you made to the unit to suit the needs of your students and your context.

Figure – [stimulus text for assessment task](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-stimulus-text-for-assessment-task.pdf)



#### Questions

1. What dates will the festival be held? (1 mark)
2. List the activities that will happen at these places on Saturday. (2 marks)

|  |  |  |
| --- | --- | --- |
| Place | Activity 1 | Activity 2 |
| park |  |  |
| river |  |  |

1. What type of person would attend the festival on Sunday? Give 3 activities they would do and why they would do them, with reference to the text. Write your response in English. (3 marks)
2. State 2 activities you would choose to do at the festival. Give a reason why you have chosen each, including adjectives and your opinion. Write your response in Japanese. (4 marks)

#### Suggested alternative stimulus text

Here is an alternative stimulus you may use to:

* showcase a festival for a season at a different time of year
* add as another question for extension.

You will need to adjust the questions and sample answers for the suggested task to suit this alternative.

Figure – [alternative text stimulus for assessment task](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-alternative-text-stimulus-for-assessment-task.pdf)



#### Marking guidelines

##### Part A

Table – marking guidelines for suggested assessment task (Part A)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-UND-01   * Respond appropriately in the target language and/or English to main ideas and supporting details in texts by interpreting information, opinions and ideas | Responds in English to the text, providing all of the relevant information.  Writes with accuracy in Japanese, providing detailed justification with reference to the text. | Responds in English to the text, providing most of the relevant information.  Writes in Japanese, with minor errors, providing clear justification with reference to the text. | Responds in English to the text, providing some relevant information.  Writes in Japanese, with some errors, providing some justification for their response with reference to the text. | Responds in English to some information in the text.  Writes in Japanese, with frequent errors, attempting to justify their opinion with reference to the text. | Attempts to convey some relevant information. |

##### Part B

Table 7 – marking guidelines for suggested assessment task (Part B)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| ML4-INT-01   * Express and explain emotions, opinions and personal preferences * Ask questions and describe actions * Use structures and features of the grammatical system to interact | Interacts with accuracy, using a broad range of grammatical structures and vocabulary to:   * discuss 2 activities from the timetable in detail, including expressing preferences with reasons * make suggestions and negotiate plans. | Interacts, with minor errors, using a range of grammatical structures and vocabulary to:   * discuss 2 activities from the timetable in detail, including expressing preferences with reasons * make suggestions and negotiate plans. | Interacts, using learned grammatical structures and vocabulary, with some errors, to:   * discuss 2 activities from the timetable with some detail, including expressing at least one preference with reason * make a suggestion and negotiate plans. | Interacts, using some learned grammatical structures and vocabulary, with frequent errors, to:   * discuss 1-2 activities from the timetable, with a preference * make suggestions. | Attempts, with limited ability, to interact. |
| * Use a range of communication strategies to facilitate interactions in familiar contexts * Use features of the sound system in spoken interactions * Use language that is appropriate to cultural practices and values to interact | Communicates effectively and authentically, using excellent intonation, pronunciation and natural use of *aizuchi* (interjections). | Communicates effectively and authentically, with minor errors, using clear intonation, pronunciation and use of *aizuchi* (interjections). | Communicates with mostly clear intonation and pronunciation, with some errors.  Includes some use of *aizuchi* (interjections). | Communicates with errors in intonation and pronunciation that may hinder comprehension.  Attempts to use *aizuchi* (interjections). | Attempts to communicate. |

#### Sample student response

##### Part A

1. What dates will the festival be held? 20 April and 21 April.
2. List the activities that will happen at these places on Saturday.

|  |  |  |
| --- | --- | --- |
| Place | Activity 1 | Activity 2 |
| park | Sing (do) karaoke | Eating *obento* |
| river | Have a picnic | Go for a walk |

1. What sort of person would attend the festival on Sunday? Give 3 activities they would do and why they would do them, with reference to the text. Write your response in English. (3 marks)

*Someone who:*

* *likes wearing a kimono/fashion student/fashion designer/interested in fashion*
* *likes taking photos/photographer*
* *likes Japanese food such as onigiri/sushi*
* *likes exercise/healthy person who likes walking.*

1. State 2 activities you would choose to do at the festival and give a reason why you have chosen each. Write your response in Japanese.

きものはきれいです。だからきものをきたいです。すしはおいしいとおもいます。だからすしをたべたいです。*(Kimonos are beautiful. So, I want to wear a kimono. I think sushi is delicious, so I want to eat sushi).*

##### Part B

**Japanese version**

Australian student: おはよう。

Friend: おはよう。

Australian student: 土よう日と日よう日にさくらまつりがありますね。

Friend: はい、そうです。

Australian student: さくらまつりにいきたいです。いきましょう。

Friend: はい、いきましょう。すごいですね。

Australian student: さくらのはなはきれいですか。

Friend: はい、さくらのはなはきれいです。

Australian student: だからまつりのこうえんでさくらをみたいです。すしがすきです。おちゃはおいしいとおもいます。だから、こうえんでおいしいすしをたべたいです。かわでおちゃをのみたいです。

Friend: わたしもすしがだいすきです。でもおちゃはまずくてすきじゃないです。

Australian student: そうですか。

Friend: はい、わたしはこうちゃがすきです。

Australian student: まつりできものをきたいです。きものはきれいです。

Friend: はい、きれいです。きものをきましょう。

Australian student: 日本のはるはたのしいですね。

Friend: そうですね。はなみがだいすきです。

Australian student: いつまつりにいきますか。

Friend: 土よう日にわたしはサッカーをします。だから、日よう日にいきましょう。

Australian student: はい、いいですね。日よう日にまつりであいましょう。

**English version**

Australian student: Good morning.

Friend: Good morning.

Australian student: On Saturday and Sunday there is Sakura Festival, isn’t there?

Friend: Yes, that’s right.

Australian student: I want to go to Sakura Festival. Let’s go.

Friend: Yes, let’s go. That’s great, isn’t it?

Australian student: Are cherry blossom flowers beautiful?

Friend: Yes, cherry blossom flowers are beautiful.

Australian student: So I want to see the cherry blossom flowers at the park at the festival. I like sushi. I think green tea is delicious. So, I want to eat the delicious sushi at the park. I want to drink green tea at the river.

Friend: I also like sushi. But green tea tastes bad and I don’t like it.

Australian student: Oh really?

Friend: Yes, I like black tea.

Australian student: I want to wear a kimono at the festival. Kimonos are beautiful.

Friend: Yes, they are beautiful. Let’s wear kimonos.

Australian student: Japanese spring is fun.

Friend: Yes, that’s right. I love the flower viewing festival.

Australian student: When will we go to the festival?

Friend: I play soccer on Saturday. So, let’s go on Sunday.

Australian student: Yes, that’s good. Let’s meet at the festival on Sunday.

## Appendix B – unit of work infographic for students

To support student engagement in the unit, the [Stage 4 Japanese – ‘Let’s go to a festival’ infographic [PDF 374KB]](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-s4-japanese-lets-go-to-a-festival.pdf) gives students a visual guide of the unit’s learning pathway. You can also access [an editable version](https://www.canva.com/design/DAFuGv37aok/KsdYtVAZDVT0x6tz08wEKw/view?utm_content=DAFuGv37aok&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context. Using visual learning journeys also supports [Embedding Aboriginal pedagogies in Languages](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-k-6/embedding-aboriginal-pedagogies-in-language-teaching#:~:text=Embedding%20Aboriginal%20pedagogies%20enables%20you,rather%20than%20in%20Aboriginal%20content.) through Learning Maps – explicitly mapping/visualising processes.



## About this resource

* The target audience for this resource is teachers of Stage 4 Japanese.
* Email questions and feedback about this resource to [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au) using the subject line ‘Stage 4 Japanese’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: June 2023

Please complete the [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

### How to use this resource

This 10-week (25-hour) unit of work can be modified to suit the needs of your learners, including adding your own resources, modifying content or duration and differentiating for learning needs and learner groups. You can learn more about differentiation by accessing the department’s [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies). Accessing the microlearning series [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) will support you to plan for the diversity of student need. The learning, teaching and assessment strategies and assessment task are suggestions only.

### Supporting students with disability

When using this unit of work, the assessment task, planners and teaching and learning activities, consider the needs of students with disability to ensure inclusivity for student access, engagement and expression in lessons.

Considerations may include:

* providing scaffolds as an option for all students to use when needed to guide their response
* providing a visual list of key vocabulary and phrases
* providing options for student expression using their preferred mode of communication
* using closed captions (with English translation setting where appropriate) and/or provide transcripts for deaf or hard of hearing students
* providing documents digitally and/or orally as well as on paper so that they may be accessed by means such as screen readers
* advising students of accessibility options for websites used in the unit such as Quizlet, such as large font and voice over options.

Adjustments are recommended to cater to your class’s learning needs. This could include how students will present their work and communicate their understanding.

Appropriate adjustments may include:

* use of explicit instructions and defining key terms or concepts
* simplified or modified practical activities
* use of pictures and diagrams, clearly labelled to support students to access the tasks
* speech-to-text or augmentative communication devices.

Tailoring the mini task – progress checkpoints should provide an equitable opportunity for all students to demonstrate their understanding and receive quality feedback to improve learning outcomes.

### Evidence base

This unit of work supports the following themes from [‘What works best’ 2020 update](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update#Summary1):

* high expectations
* explicit teaching
* effective feedback
* use of data to inform practice
* assessment.

### Further information

* Aligned to system priorities and/or needs: [NSW Department of Education 2018-2022 Strategic Plan](https://education.nsw.gov.au/about-us/strategies-and-reports/strategic-plan#Downloads5) – academic achievement
* Aligned to [School Excellence Framework [PDF 291KB]](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/school-excellence-and-accountability/media/documents/SEF_Document_Version_2_2017_AA.pdf): Learning domains – curriculum; assessment; Teaching domain – effective classroom practice
* Consultation: Inclusive Education

## References

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[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

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1. [Gianfranco Conti – The Language Gym](https://gianfrancoconti.com/) [↑](#footnote-ref-2)