Stage 4 online speaking package for rural and remote schools

Nihongo Tanken Centre

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## Introduction

This package is designed for Stage 4 students in rural and remote schools to connect with the Tanken Centre, to meet native speakers and to practise their Japanese speaking skills. The package can be incorporated into a variety of existing units of work, for example, family or self-introductions. Alternatively, the package can be used as an incursion to increase student engagement and interest.

The package consists of 2 parts, which are summarised below.

## Part 1 – before the live session

In class, students view the recorded sample conversations – [standard](https://drive.google.com/file/d/1rSCRVK0vk0qrZzgHApw00sEYcKlxVIjD/view?usp=share_link) or [advanced](https://drive.google.com/file/d/1pGdYnKsmDuFTxTJI9wwbpm0vqSmyyWEi/view?usp=share_link) – provided by the Tanken Centre staff. Check for understanding, where required. Students can create notes in their books about what they heard, for discussion and sharing. You can find the transcripts in [Appendix A – transcripts.](#_Appendix_A_–)

Students then complete [Appendix B – speaking preparation](#_Appendix_B_–_1), answering a range of questions about themselves. If needed, add *furigana* (*romaji*) on top of each line. Encourage students to practise asking and answering questions with a classmate. **Students need to bring Appendix B to the live session.**

|  |  |
| --- | --- |
| Syllabus outcomes | Outcomes in action |
| ML4-UND-01  interprets and responds to information, opinions and ideas in texts to demonstrate understanding | * Students listen to a recording of a conversation and make notes on the information they hear. |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students create responses to questions about themselves. * Students practise asking and responding to questions about themselves. |

## Part 2 – during the live session

The class connects with the Tanken Centre staff for a live and interactive lesson (approximately 30 to 35 minutes). During this time, students have an opportunity to answer questions about themselves, asked by the Tanken Centre staff.

During the live sessions, students will be placed in groups. The groups will rotate between interacting with the Tanken Centre staff and completing 2 offline activities.

Example arrangement and timing for a class of 30 students:

* 6 groups of 5 students each
* 2 groups will interact live with the Tanken Centre staff at a time, for 7 minutes each.

While 2 groups are interacting live, the remaining 4 groups complete 2 offline activities (see below – Activity 1 and Activity 2).

All groups will then finish with a game.

Sample rotation sequence:

* Groups 1 and 2: Activity 1 > Activity 2 > interactive session > game
* Groups 3 and 4: Activity 1 > interactive session > Activity 2 > game
* Groups 5 and 6: interactive session > Activity 1 > Activity 2 > game

## Activities

### Activity 1 – character cards

Before the live session, print and cut out 6 sets of [Appendix C – character cards](#_Appendix_C_–). Give each student in the group a different card. Students create responses based on the character on their card, writing these in full sentences in Japanese. Assist students, where required.

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| --- | --- |
| Syllabus outcome | Outcome in action |
| ML4-CRT-01  creates a range of texts for familiar communicative purposes by using culturally appropriate language | * Students create responses to questions about a character on a card. |

### Activity 2 – conversation

Students take turns to ask each other questions about their character. Make sure every student has the chance to ask and answer questions.

|  |  |
| --- | --- |
| Syllabus outcome | Outcome in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students ask and answer questions about their character by combining their knowledge of previously- and newly-learnt vocabulary and grammatical structures. * Students demonstrate correct pronunciation and intonation to answer a range of questions. |

### Interactive session

During this session, students will have a conversation with the Tanken Centre staff. Students will be asked questions about themselves and respond in Japanese. Students use [Appendix B – speaking preparation](#_Appendix_B_–_1) to support them during the conversation.

|  |  |
| --- | --- |
| Syllabus outcome | Outcome in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students converse with Tanken Centre staff about themselves by combining their knowledge of previously- and newly-learnt vocabulary and grammatical structures. * Students demonstrate correct pronunciation and intonation to answer a range of questions. |

### Game

Students continue to work in their groups. Assign the numbers one to 5, to each group member. Each group will then line up with their members numbered as one to 5, with one at the front of the line and 5 at the back.

Student one from each group will stand up and listen to a question asked by the Tanken Centre staff. The rest of the class must remain quiet and cannot help. The first student to raise their hand and answer the question correctly will earn a point for their team. Two questions will be asked before moving to student 2. The game will continue until all students have had a turn at playing.

At the conclusion of the game, announce the team with the highest number of points as the winning team. This is the end of the lesson.

|  |  |
| --- | --- |
| Syllabus outcome | Outcome in action |
| ML4-INT-01  exchanges information and opinions in a range of familiar contexts by using culturally appropriate language | * Students demonstrate correct pronunciation and intonation to answer a range of questions about themselves. |

## Supporting students

Students may be given scaffolds such as *hiragana* charts, sentence builders or grammar and vocabulary lists to support them in completing the activities if needed. Provide students with [Appendix D – vocabulary list](#_Appendix_D_–), where required.

## Appendix A – transcripts

### Sample conversation 1 (standard)

View the [‘Self introduction – standard’](https://drive.google.com/file/d/1rSCRVK0vk0qrZzgHApw00sEYcKlxVIjD/view) video.

M: Mieko; T: Taka

M: おなまえは？

T: たかです。おなまえは？

M: みえこです。たかさんは、なんさいですか。

T: ぼくは、３９さいです。みえこさんは？

M: わたしは４４さいです。たかさんは、どこにすんでいますか。

T: ぼくは、パラマタ(ぱらまた)にすんでいます。みえこさんは？

M: わたしは、ボンダイ(ぼんだい)にすんでいます。たかさんのかぞくはなんにんですか。

T: ４にんです。みえこさんは？

M: ３にんです。たかさんは、ペット(ぺっと)をかっていますか。

T: はい、ねこをかっています。みえこさんは？

M: いぬをかっています。たかさんのしゅみはなんですか。

T: サッカー(さっかー)です。みえこさんのしゅみはなんですか。

M: テニス(てにす)です。たかさんのすきなたべものはなんですか。

T: すしとやきそばです。みえこさんのすきたべものはなんですか。

M: おにぎりとケーキ(けーき)です。

### Sample conversation 2 (advanced)

[View the ‘Self introduction – advanced’](https://drive.google.com/file/d/1pGdYnKsmDuFTxTJI9wwbpm0vqSmyyWEi/view?usp=share_link) video.

M: Mieko; T: Taka

M: こんにちは、おなまえは？

T: たかです。おなまえは？

M: みえこです。たかさんは、なんさいですか。

T: ぼくは、３９さいです。みえこさんは？

M: わたしは４４さいです。たかさんは、どこにすんでいますか？

T: ぼくは、パラマタ(ぱらまた)にすんでいます。おおきいまちです。みえこさんは？

M: わたしは、ボンダイ(ぼんだい)にすんでいます。ビーチ(びーち)のちかくです。

T: そうですか。いいですね。

M: たかさんのかぞくはなんにんですか。

T: ４にんです。ちちとははとおとうととぼくです。みえこさんは？

M: ３にんです。ちちとははとわたしです。たかさんは、ペット(ぺっと)をかっていますか？

T: はい、ねこがいます。なまえは、みゅうーです。とてもかわいいです。みえこさんはペット(ぺっと)をかっていますか。

M: はい、いぬをかっています。なまえは、あおです。とてもおおきいです。たかさんのしゅみはなんですか。

T: サッカー(さっかー)です。りょうりもすきです。

M: りょうり？

T: クッキング(くっきんぐ)です。

M: あー、そうですか。いいですね。

T: みえこさんのしゅみはなんですか。

M: テニス(てにす)です。すいえいもすきです。

T: すいえい？

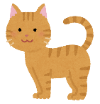
M: スイミング(すいみんぐ)です。たかさんのすきなたべものはなんですか。

T: すしとやきそばです。ラーメン(らーめん)もすきです。みえこさんのすきたべものはなんですか。

M: おにぎりとケーキ(けーき)です。チョコレート(ちょこれーと)もすきです。

## Appendix B – speaking preparation

**Complete your answers to the questions, using a full sentence. A sample answer to each question is included, to support you.**



|  |  |  |
| --- | --- | --- |
| Question | Sample answer | Your answer |
| おなまえは。  (What is your name?) | ぼくはTomです。  (I am Tom.) |  |
| なんさいですか。  (How old are you?) | １４さいです。  (I am 14 years old.) |  |
| どこにすんでいますか。  (Where do you live?) | Bathurstにすんでいます。  (I live in Bathurst.) |  |
| かぞくはなんにんですか。  (How many people in your family?) | かぞくは４にんです。  (There are 4 people.) |  |
| をかっていますか。  (Do you have any pets?) | はい。ねこをかっています。  (Yes, I have a cat.) |  |
| しゅみはなんですか。  (Do you have any hobbies?) | しゅみはやきゅうです。  (My hobby is baseball.) |  |
| すきなたべものはなんですか。  (What is your favourite food?) | すきなたべものはすしです。  (My favourite food is sushi.) |  |

## Appendix C – character cards

|  |  |
| --- | --- |
| Number 1.A cartoon of a child playing tennis.  おなまえは。  なんさいですか。  どこにすんでいますか。  かぞくはなんにんですか。  をかっていますか。  しゅみはなんですか。  すきなたべものはなんですか。 | Cartoon boy eating hamburger.Number 2.  おなまえは。  なんさいですか。  どこにすんでいますか。  かぞくはなんにんですか。  をかっていますか。  しゅみはなんですか。  すきなたべものはなんですか。 |
| Cartoon boy surfing.Number 3.  おなまえは。  なんさいですか。  どこにすんでいますか。  かぞくはなんにんですか。  をかっていますか  しゅみはなんですか。  すきなたべものはなんですか。 | Cartoon girl eating sushi.Number 4.  おなまえは  なんさいですか。  どこにすんでいますか。  かぞくはなんにんですか。  をかっていますか。  しゅみはなんですか。  すきなたべものはなんですか。 |

|  |
| --- |
| Number 5.Cartoon girl with cat.  おなまえは。  なんさいですか  どこにすんでいますか。  かぞくはなんにんですか。  をかっていますか。  しゅみはなんですか。  すきなたべものはなんですか。 |

## Appendix D – vocabulary list

### Sample conversation 1 (standard)

|  |  |
| --- | --- |
| Vocabulary list 1 |  |
| すんでいます | to live |
| なんにん | how many people |
| かっています | to keep a pet |
| いぬ | dog |
| ねこ | cat |
| しゅみ | hobby |
| サッカー（さっかー） | soccer |
| テニス（てにす） | tennis |
| すき | like |
| たべもの | food |
| すし | sushi |
| やきそば | fried noodle |
| おにぎり | rice ball |
| ケーキ（けーき） | cake |

### Sample conversation 2 (advanced)

|  |  |
| --- | --- |
| Vocabulary list 2 |  |
| わたし | I |
| ぼく | I (for boy or man) |
| パラマタ（ぱらまた） | Parramatta |
| おおきい | big |
| まち | town |
| ボンダイ（ぼんだい） | Bondi |
| ビーチ（びーち） | beach |
| ちかく | nearby |
| そうですか | Is that so? |
| いいですね。 | Sounds good. |
| ちち | father |
| はは | mother |
| おとうと | younger brother |
| なまえ | name |
| とても | very |
| かわいい | cute or pretty |
| りょうり | cooking |
| すいえい | swimming |
| ラーメン（らーめん） | ramen noodle |
| チョコレート（ちょこれーと） | chocolate |
| ～も | also |

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