Stage 5 Japanese – sample unit of work

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# **日本のりょこう** – Japanese travels

## Rationale

Japanese people love to travel and welcome tourists to Japan, a country where ancient traditions and modern life are seamlessly fused. Understanding Japanese culture and etiquette when travelling and visiting popular sightseeing venues adds depth to the experience of visiting Japan. In this unit, students develop the language skills and understanding for travelling in Japan – places of interest, travel etiquette, accommodation, travelling around and making comparisons to recommend best options.

It is assumed that students are already familiar with time, dates, shopping, transport and describing people.

## Key inquiry questions

* What are the most popular places to visit in Japan and what is their historical and cultural significance?
* What etiquette do you need to know when travelling around Japan?
* How do you move between places in Japan?
* How does accommodation in Japan differ to that in Australia?

## Duration

10 weeks (25 hours)

## Learning across the curriculum

* Asia and Australia’s engagement with Asia (explore Western influences in Japan and Japanese influences in Australia; Australia-Japan tourism ties)
* Critical and creative thinking (participate in collaborative tasks and activities)
* Ethical understanding (use technology, diverse ways of perceiving and acting in the world)
* Information and communication technology capability
* Intercultural understanding (value own and other cultures and beliefs)
* Literacy (explore types of texts, register)
* Numeracy (explore exchange rates and currency, interpret data, understand distances and time in the context of travel in Japan)
* Personal and social capability (communicate in a respectful manner)
* Difference and diversity (appreciate diverse views, beliefs, attitudes and values)

## Outcomes

* LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
* LJA5-2C identifies and interprets information in a range of texts
* LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
* LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
* LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning
* LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning
* LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning
* LJA5-8U analyses linguistic, structural and cultural features in a range of texts
* LJA5-9U explains and reflects on the interrelationship between language, culture and identity

All outcomes referred to in this unit starter come from the [Japanese K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/japanese-k-10-2017) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2017.

## Final assessment of learning task

(Note: This assessment task, with marking guidelines and sample scaffold, is available on the [Japanese Stages 4 and 5 section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/japanese) of our website.)

This sample assessment provides examples of choices that assess the same outcomes and use the same language skills, despite the audience, purpose and context varying for each choice. Students choose one option, or they could create their own, with teacher approval. Providing students with assessment choices allows for creativity, differentiation, ownership of learning and self-reflection. It can also lead to increased engagement and deeper understanding of content. Note: When you present the options to your students, discuss the impact their choice may have on register (depending on audience).

### Suggested task

**Outcomes to be assessed: LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U**

You have just returned from one week in Japan. Create an online travel blog, including at least 5 sightseeing experiences and activities, travel and accommodation, to share with your Japanese class in Australia. Encourage your classmates to experience these as options for a future trip to Japan, by giving recommendations with reasons.

In your blog, you should:

* encourage the audience to visit each location, using persuasive language
* include the activities, accommodation and places to eat that you enjoyed the most at each location, and where they are located
* describe what you recommend about each place, including activities (where relevant), and explain why
* reflect on what was special about the experience from a cultural perspective, for example etiquette or significance to Japanese people.

### Student choice (based on interests and/or learner profiles)

To allow for greater choice with assessment, students could select the context, purpose and/or audience which interest them from the table below. Students include the same information as listed above for the blog task.

|  |  |  |
| --- | --- | --- |
| Context (product) | Purpose | Audience |
| Online travel blog reflecting on a week experience travelling in Japan | To consider options for a future trip | Japanese class in Australia |
| Digital presentation of a 1-week experience travelling in Japan (Adobe Spark, PowerPoint, video highlight tour with Japanese subtitles) | To tell what you liked about the city and will encourage others to know more about their city | Sister city school and council in Japan |
| Online travel blog reflecting on a 1-week experience travelling in Australia | To encourage Japanese visitors to visit places in your area | Japanese visitors to Australia |
| Article for a travel magazine | To encourage visitors to visit certain places in Japan | Visitors to Japan |

### Suggested variation for students with a background in Japanese

**(Variations shown in bold.)**

You have just returned from one week in Japan. Create a **bilingual** online travel blog, including at least 5 sightseeing experiences and activities, travel and accommodation, to share with your Japanese class in Australia. Encourage your classmates to experience these as options for a future trip to Japan, by giving recommendations with reasons. **To be inclusive of the needs of your classmates’ family members, give further recommendations on the suitability of the places visited for a person with mobility needs and include food options for vegetarians.**

In your blog, you should:

* encourage the audience to visit each location, using persuasive language
* include the activities, accommodation and places to eat that you enjoyed the most at each location, and where they are located
* describe what you recommend about each place, including activities (where relevant), and explain why
* **include information of wheelchair access and vegetarian food options for each place**
* reflect on what was special about the experience from a cultural perspective, for example etiquette or significance to Japanese people.

## Vocabulary and structures

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Sightseeing nouns | Describing places | Verbs and potential verbs | Accommodation | Transport | Directions |
| じんじゃ  おてら  びじゅつかん  こうえん  はくぶつかん  しか  にわ  はし  いわ  みせ  レストラン  おしろ  とりい  いけ  こい  たけ  きっさてん  さくらのき  やま  みずうみ  えき  くうこう | でんとうてき（な）  うつくしい  きれい（な）  ふるい  モダン（な）  しぜんな）  あかるい  にぎやか（な）  こんでいる  にんきがある  きょうみがある  ゆうめい（な）  しずか（な）  [Quizlet – describing places](https://quizlet.com/_a9dx7s?x=1jqt&i=13qsp) | 見える  食べられる  話せる  飲める  できる  来られる  行ける  聞こえる  読める  かんこうする  花見にいく  山にのぼる  おこのみやきを食べる  さんぽする  えいがを見る  おみやげを買う  しかにえさをやる  きもの・ゆかたをきる  カラオケをする  こうようをみる  花火を見る | ホテル  ビジネスホテル  りょかん  みんしゅく  カプセルホテル  ペンション  ユースホステル  place で accommodationに とまる  [Quizlet – accommodation in Japan](https://quizlet.com/631078350/accommodation-in-japan-flash-cards/) | なんで  くるま  でんしゃ  あるいて  タクシー  バス  しんかんせん  ふね  ひこうき  ちかてつ | まっすぐいって  右にまがって  左にまがって  はしをわたって  しんごうのところを右にまがって  ５００メートルぐらい  ...ください  つぎのかどを ひだりに まがってください。  えきはどこですか  かど  つぎの  から  まで  [Quizlet – directions](https://quizlet.com/10790271/directions-japanese-flash-cards/) |

|  |  |
| --- | --- |
| Structures | *Kanji* (prescribed) |
| nounやnounなど...  nounやnounや...  ...（だ）とおもいます  から andので  ができます  accommodation A はaccommodation B より (adverb) adjective です | 店（みせ）  山（やま）  古い (ふるい）  有名（ゆうめい）  思います  左  右 |

## Sample unit plan

|  |  |
| --- | --- |
| Teaching and learning activities | Differentiation – students with a background in Japanese |
| **Sightseeing (4 weeks)**   * **Introduction to Japan**   As a hook into the unit, introduce students to the wonders of Japan from a tourist perspective to generate an awareness of and curiosity about places and culture. Students use the [think, puzzle, explore routine](http://www.pz.harvard.edu/resources/think-puzzle-explore) to activate their prior knowledge, generate ideas and curiosity, and prepare them for deeper engagement with the introductory video, [Japan Travel Guide – How to travel Japan](https://www.youtube.com/watch?v=F0AT_7uVbeo) (20 min). Before watching the video, ask students to record what they **think** they know about travelling in Japan, for example places of interest, accommodation, transport and food. Share and discuss some of these as a class. Next, students watch the video, noting things that interest them or they would like to know more about. Finally, after the video, students compare their initial thoughts to see what is the same or different, and then come up with their **puzzle** questions about what they would like to **explore** about travel in Japan during the unit. With each question in the routine, give students adequate time to think about and identify their ideas. Encourage students to think about things that are truly puzzling or interesting to them and document them to revisit as the unit progresses. **LJA5-9U**   * **General travel etiquette**   Students complete the [Wizer](https://app.wizer.me/preview/SWEISO) interactive worksheet about general travel etiquette related to Japan. It embeds the following websites: [7 etiquette tips for travel in Japan](https://www.therealjapan.com/top-7-etiquette-tips-for-travel-in-japan/), [No eating and walking in Japanese city](https://www.lonelyplanet.com/articles/no-eating-walking-japanese-city), [Japan etiquette rules for tourists: 17 things you need to know](https://www.traveller.com.au/japan-etiquette-rules-for-tourists-17-things-you-need-to-know-h1ibn5) and YouTube video [10 must know Japan travel tips no one talks about](https://www.youtube.com/watch?v=oVFjA7Qy1as). Students learn about social customs, compare them to their own context and reflect on why these rules exists and how they feel about them**. Students can type in or voice record responses. LJA5-9U**   * **Places you can find in Japan – focus on Kyoto**   Focusing on things to do and see in Kyoto, introduce vocabulary relating to places to go and things you typically find in Japanese sightseeing venues. Using flashcards, drill new vocabulary, paying attention to pronunciation and honorific お. Brainstorm with students what structures and adjectives could be used with them. Students list these words in their books. **LJA5-5U, LJA5-6U**  Suggested vocabulary:  じんじゃ、おてら、びじゅつかん、こうえん、はくぶつかん、しか、にわ、はし、いわ、みせ、レストラン、 おしろ、とりい、いけ、こい、たけ、きっさてん、さくらのき、やま、みずうみ、えき、くうこう  Consider introducing the following *kanji*:  店 ([stroke order](https://jisho.org/search/%E5%BA%97%20%23kanji)), 山 ([stroke order](https://jisho.org/search/%E5%B1%B1%20%23kanji))  Students play [Quizlet and Quizlet Live – sightseeing in Kyoto](https://quizlet.com/619954556/sightseeing-in-kyoto-flash-cards/) to drill sightseeing vocabulary and focus on places in Kyoto they will see in the video for the next activity. These can be printed as mini flashcards for vocab drilling games like matching grab game, sorting games, testing each other and self-study.  Students then watch [Kyoto vacation travel guide](https://www.youtube.com/watch?v=Jd1wzlwtKJ0) video (7.15 min) and note things they see from the words in the Quizlet activity and also things of interest to them. These can be written or recorded in Japanese or in English, for translation as dictionary practice later. After watching the video, give students time to share their list with a small group and add to it to create a vocab base for Kyoto. **LJA5-6U**  Introduce linking nouns for places when sightseeing with や and など, discussing differences between や and と by watching the following 2 videos: [Japanese particle *ya*](https://www.youtube.com/watch?v=afJW6ahZGLA)and [Japanese grammar: How to use Noun 1 や Noun 2 などがあります](https://www.youtube.com/watch?v=J1af6Tdm1VM). Students make notes with several example sentences. Using the vocabulary, content and inspiration from the Kyoto video, Quizlet and structure videos, students write a short paragraph in Japanese about what there is to see and what they like in Kyoto. Encourage students to expand on their sentences and information to include more complex structures and information. Provide a scaffold, if needed. **LJA5-4C, LJA5-7U**   * **Describing places**   Revise い- andな-type adjectives, asking students to write or record as many as they can think of on their mini whiteboards or devices. Revise conjunctions for past, negative, negative past forms of adjectives by referring to the [Changing adjectives in Japanese guide](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-changing-adjectives-poster.docx). Students write sentences with adjectives and share with another to extend on them. **LJA5-4C**  Ask students to consider the places they explored in the Kyoto activity and identify 2-3 adjectives for 2 places in Kyoto. Students refer to this [vocabulary list](https://www.learn-japanese-adventure.com/japanese-vocabulary-adjectives.html) and the dictionary, along with the [Changing adjectives in Japanese guide](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-changing-adjectives-poster.docx) to write sentences describing these places. **LJA5-4C, LJA5-6U**  Suggested vocabulary:  でんとうてき（な）、うつくしい、きれい（な）、ふるい、モダン（な）、しぜん（な）、あかるい、 にぎやか（な）、こんでいる、にんきがある、きょうみがある、ゆうめい（な）、しずか（な）  Consider introducing the following *kanji*:  古い ([stroke order](https://jisho.org/search/%E5%8F%A4%20%23kanji)), 有 ([stroke order](https://jisho.org/search/%E6%9C%89%20%23kanji)), 名 ([stroke order](https://jisho.org/search/%E5%90%8D%20%23kanji))  Students use this vocabulary to write their best sentences, using conjunctions, about features of their own town. **LJA5-4C**  Students drill this vocab list through [Quizlet or Quizlet Live – describing sightseeing places in Japanese](https://quizlet.com/_a9dx7s?x=1jqt&i=13qsp).  Support students to identify adverbs they can use with adjectives to use language more authentically. [Adverbs of degree](https://www.wasabi-jpn.com/japanese-grammar/japanese-adverbs/) contains a useful vocabulary list. Students revisit sentences from previous activity to add adverbs. **LJA5-7U**   * **Describing places, with an opinion**   Introduce structure ‘I think …’ – ...（だ）と思います to express opinions by watching the [Puni Puni clip](https://www.youtube.com/watch?v=K5ibAkWdDgk) and referencing their [website](https://www.punipunijapan.com/to-omoimasu/). Discuss how い and な adjectives change with this structure. Using the sentences from the previous activity, ask students to change them to opinion statements. Students practise 思 [stroke order](https://jisho.org/search/%E6%80%9D%20%23kanji). **LJA5-6U, LJA5-7U**   * **Describing places, with a reason**   Introduce reasoning for opinions using から and ので. Explain the form of adjectives and nouns used before these, refer to this [website](https://www.wasabi-jpn.com/how-to-speak-japanese/live-seminar/the-difference-between-kara-node-explained/) if needed. Expand on the sentences in the previous activity with a reason for their opinions. **LJA5-6U, LJA5-7U**  Students listen to the podcast [How to talk about your hometown in Japanese](https://learnjapanesepod.com/how-to-talk-about-your-home-town-in-japanese/) and identify key information, including the gist, new words and/or structures they can add to their bank of travel vocabulary. Students may also consult the [PDF notes](https://podcast.learnjapanesepod.com/podcasts/podcast_04_notes.pdf) (available in *romaji* and English) to highlight language features such as particles, nouns, adjectives or use them as a scaffold to have conversations about a town they would like to travel to. **LJA5-2C**   * **Verbs for activities you can do at places**   Revise verbs with students by creating a collective [Mentimeter word cloud](https://www.mentimeter.com/features/word-cloud). Discuss the verbs students recall, the forms of verbs they have learnt (past, て form, negative, plain form) and identify which of these verbs are useful when discussing travel plans, add any other useful ones. Remind students of particle use in sentences with verbs, を and で.  Introduce potential verb uses and construction to students through the [Learn Japanese verb conjugation: potential form](https://www.youtube.com/watch?v=Z2UITYrsCPc) video (4.20 min) and [Wasabi Japanese potential form guide](https://www.wasabi-jpn.com/japanese-grammar/japanese-potential-form/). Using the list of verbs from the previous Mentimeter activity, students convert them into potential form and make a list in books. Students make note of particleに use with いけます, が use with potential form and ...ことができます. **LJA5-6U, LJA5-7U**  Suggested potential verbs:  見える、食べられる、話せる、飲める、できる、来られる、行ける、聞こえる、読める   * **Sightseeing things to do**   Ask students to think back to the [Kyoto vacation travel guide](https://www.youtube.com/watch?app=desktop&v=Jd1wzlwtKJ0) video watched previously and choose 3 activities they could do in Kyoto. Students then write or record sentences for their chosen activities in potential form, with an opinion about them. Students share their sentences with another student to ‘explode’ the sentence to incorporate more complexity such as adjectives, reasons, adverbs, sentence starters, conjunctions. **LJA5-6U, LJA5-7U**  Students brainstorm a list of activities they would like to do in Japan and use dictionaries to create personalised lists in Japanese in polite form and potential form of verbs. Students then create their own [Quizlet](https://quizlet.com/en-gb) or [Anki](https://apps.ankiweb.net/) lists to drill vocabulary. **LJA5-6U**  Suggested vocabulary:  かんこうする、花見にいく、山にのぼる、おこのみやきを食べる、さんぽする、えいがを見る、おみやげを買う、しかにえさをやる、きもの・ゆかたをきる、カラオケをする、こうようをみる、花火を見る  Students complete the reading comprehension [What did you do on your holidays](http://japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/what_did_you_do_on_the_holidays.docx) to drill script, vocabulary and structures. **LJA5-2C**   * **Places you can find in Japan – focus on Tokyo mini podcast**   **Students form groups of 4-6 members, with each group creating a 5-minute mini podcast to share their recommendations on sightseeing in Tokyo. This should be a simple podcast, manipulating sentences and forming questions, and linking the sightseeing learning of the unit to prior knowledge.**   1. **In groups, students take turns suggesting possible questions they could ask about sightseeing, ensuring each group member contributes. A scribe makes note of the questions as they are suggested, with other group members helping to form the questions in Japanese, if needed.** 2. **The group chooses 5-6 main questions to use as a base to explore places in Tokyo for their podcast. For example: What can you find there? What is it like? What do you think of it? Why do you think this? What can you do there? LJA5-4C** 3. **Each group member is given** a type of Tokyo sightseeing place to focus on, for example a modern place, a traditional place, an artistic place, a place of nature, a dining place, a shopping place, a cultural place, an unusual place. They are also given a [fishbone diagram template](https://templatelab.com/fishbone-diagram-templates/#google_vignette) to organise their thoughts and findings. Students add their chosen questions to the skeleton of the fish, and then research their responses for their allocated place. Students then add their responses to the finer bones, in Japanese. **LJA5-4C** 4. **Each group member shares their fishbone with another group member, for feedback.** 5. **Each group then records a short podcast in Japanese, asking each other the questions and responding to them, using the fishbone diagram for support. Encourage students to use more complex grammatical structures such as potential verbs and adverbs to extend meaning. LJA5-5U, LJA5-7U** 6. **Podcasts are then shared with other groups. After listening to the podcasts, students select their top 3 places to visit in Tokyo and explain why, in English, with justification. LJA5-2C**   Mini task: As an assessment for learning task, to ensure students are on track to succeed in the final assessment of learning task, students complete the [Trip Advisor activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-trip-advisor-activity.docx), in which they engage with a simple Trip Advisor [Review of Tokyo Skytree](https://www.tripadvisor.com.au/ShowUserReviews-g14134337-d1872416-r752705476-Tokyo_Skytree-Oshiage_Sumida_Tokyo_Tokyo_Prefecture_Kanto.html) (also available in *romaji* and English) and complete activities such as highlighting travel-related structures and words, and writing a review of a place in Australia in simple Japanese. Students have the option of sharing with a class member for feedback and response. 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. **LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U**   * **Suggested activities for extension**   Students learn to discuss sightseeing with relative clauses through the [Japan Foundation activity about Tokyo](https://jpf.org.au/classroom-resources/resources/tokyo-sightseeing-with-relative-clauses/). **LJA5-1C, LJA5-5U, LJA5-7U**  Students listen to the podcasts and watch the video clips from [Talking about experiences – school trip](https://www.erin.jpf.go.jp/en/lesson/20/basic/). Students can also explore the skits, cultural information, vocabulary activities and Japanese around the world in the ‘Choose a corner’ section of the website. **LJA5-2C, LJA5-9U**   * **Self-reflection**   Students complete a learning reflection journal submission (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. Review each student’s submission and provide tailored feedback. | Consider the option of allowing students to negotiate their own activities. The following is a suggestion only.  Students create a video for the class, introducing their favourite city in Japan, in Japanese with English subtitles, including:   * significant historical and cultural information about places of interest * Japanese specific activities and *omiyage* * a Kahoot for the class to play about the presentation to help deepen their understanding. |
| **Accommodation (2 weeks)**   * **Types of accommodation**   Flashcard drill vocabulary for types of accommodation with students. Allow students to practise first, to become familiar with the vocabulary. Pay attention to pronunciation and ask students to read the flashcards for character reading practice. Introduce the structure ‘[place] で [accommodation] にとまります’ and drill with the vocabulary. Students make note of this vocabulary for future use and play [Quizlet or Quizlet Live – accommodation in Japan](https://quizlet.com/631078350/accommodation-in-japan-flash-cards/) to drill vocabulary. **LJA5-5U, LJA5-6U**  Suggested vocabulary:  ホテル、ビジネスホテル、りょかん、みんしゅく、カプセルホテル、ペンション、ユースホステル  Students view [Where to stay in Japan](https://www.youtube.com/watch?v=LCMW_I52nuQ) video (until 17.03 min). Use the [What makes you say that?](http://www.pz.harvard.edu/sites/default/files/What%20Makes%20You%20Say%20That_1.pdf) thinking routine, which supports students to describe what each accommodation type is like and to build an explanation for it in Japanese. Ask students to identify what each type of accommodation is like and the adjectives that convey this, as well as give an opinion on what one they would prefer and why. **LJA5-2C, LJA5-4C, LJA5-6U, LJA5-9U**  Introduce comparison sentence ‘Accommodation A は accommodation B より (adverb) adjective です. Students make note of this structure and write 3 comparison sentences about accommodation using different adjectives. Encourage students to extend themselves by using adverbs and different adjective forms. **LJA5-6U, LJA5-7U**   * **Inclusions**   Students select and view 2-3 websites to find 3 different styles of accommodation in Japan, for example [Trip Advisor](https://www.tripadvisor.com.au/) or [Booking.com](https://www.booking.com/). Ask students to use the change language function between Japanese and English to compare inclusions and prices, making note of the places that appeal to them, their location and the inclusions that are important to them and what these are in Japanese. For example, wi-fi, shower, air conditioning. **LJA5-2C, LJA5-6U**   * **Reservations**   Students view the video clip [How to make a hotel reservation in Japanese](https://www.youtube.com/watch?v=EI6291ldnvY) (4.20 min), repeating after the speakers and stopping to discuss the meaning of each part and noting key phrases. The video includes *romaji*, *hiragana* and English. In pairs, students use the information they identified from the previous accommodation website activity to create a short dialogue, making a booking at a venue of their choice. Students can perform these dialogues for the class or record them to share. Encourage students to add in other details and questions to their dialogue to make them more complex or interesting. **LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U**  Students view the [Staying at a traditional Japanese inn – ryokan and onsen etiquette](https://www.youtube.com/watch?v=FdYiNdI2kPE) video (9.55 min) and identify the etiquette and cultural features of staying in a Japanese inn and using the baths/hot springs. As a class, discuss observations and thoughts, and the history behind these cultural practices. The articles [A brief history of Japanese bathing culture](https://www.bathclin.co.jp/en/happybath/did-you-know/a-brief-history-of-japanese-bathing-culture/) and [Origins and history of the Japanese ryokan](https://www.ryokan.or.jp/past/english/pdf/origins_and_history.pdf) may be used to support discussion. **LJA5-9U**  Mini task: As an assessment for learning task, to ensure students are on track to succeed in the final assessment of learning task, students send an SMS to a friend, using [iFake Text Message](https://ifaketextmessage.com/), commenting on a place they will be staying at during an upcoming school trip to Japan. Students research and choose an accommodation venue in a city of their choice, they comment on the type of place it is, their opinion of it based on the description of inclusions and what it is like. 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. **LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U**   * **Self-reflection**   Students complete a learning reflection journal submission (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. Review each student’s submission and provide tailored feedback. | Students research accommodation options in Kyoto for a future class trip and compile a report, in Japanese and English, for the class teacher to consider.  The report should include:   * a range of options including *ryokans* and hotels * location, nearby facilities for convenience such as transport, stores and eateries and nearby attractions * inclusions that students would find comfortable, interesting and enjoyable * advice for teachers and students on Japanese etiquette that would need to be followed at the locations * provisions for people with disabilities. |
| **Transport and travel (2 weeks)**   * **Task board**   To give students choice, autonomy and ownership of their learning, the next 2 weeks of activities are provided via the [Travel time task board](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-travel-time-task-board.docx). Students complete mandatory tasks, then select and complete optional ones, to engage in language and cultural learning about travelling in Japan, focusing on train travel. Activities on the task board are outlined below. Teachers should use this time to move between groups and individual students, discussing ideas and choices and giving informal feedback and interacting with students. **LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U**  **Mandatory activities**   * As a class, revise transport vocabulary by playing [Quizlet/Quizlet Live – Japanese transport](https://quizlet.com/au/416515994/japanese-transport-flash-cards/). * Students read the article [The amazing psychology of Japanese train stations](https://www.bloomberg.com/news/articles/2018-05-22/the-amazing-psychology-of-japanese-train-stations) and make note of the ‘behavioural tricks’ mentioned, to share with the class. Remind students to listen to the station jingles. * Students visit the Japan Guide website to read the article [Taking the train](https://www.japan-guide.com/e/e2016.html) and watch the video [How to use trains in Japan](https://www.youtube.com/watch?v=aW_sw77sqvE&t=512s) (8.51 min) included. Students make notes of the key points to remember, and share with the class. * Students complete the [Travelling between places in Japan activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-travel-between-places-japan.docx). This activity builds the skills to work out the best way to travel around Japan using [Hyperdia.com](https://www.hyperdia.com/) and [Google maps](https://www.google.com/maps). Students will determine where places are located, closest transport stations and airports, work out the routes, times and costs associated with each of these journeys using a JR Pass. * Students drill phrases for making travel plans at [Quizlet – negotiating travel plans](https://quizlet.com/_aa60z1?x=1jqt&i=13qsp). Using the information from the [Travelling between places in Japan activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/languages-japanese-s5-travel-between-places-japan.docx) and this Quizlet set, students create a role play negotiating travel plans for a day in Japan. Include cost, time it takes, types of tickets, what platforms, best way to travel.   **Optional activities**   * [Travel agent activity](https://jpf.org.au/classroom-resources/resources/travel-agent-activity/) – students exchange information in pairs from prompt and question cards about how to travel to places and what they can find in those places. * Students play the [Going places bingo game](https://jpf.org.au/classroom-resources/resources/going-places-bingo/) in small groups, drilling transport, past tense of verbs, places and time words. * Students watch the YouTube video on [How long does it take to clean Japan’s Shinkansen?](https://www.youtube.com/watch?v=HnopQicN9i0) (3.18 min) and the rush hour [People stuffed onto a train in Tokyo](https://www.youtube.com/watch?v=E7kor5nHtZQ) video (1.05 min). * Students complete [Travel agent activity](https://jpf.org.au/classroom-resources/resources/travel-agent-activity/), in pairs, exchanging information from prompt and question cards about how to travel to places and what you find there. * Students play the [Travel game](http://japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/travel_game.docx) in a small group, saying a sentence in Japanese about each place that they land on. Students should include time words, activities, opinions and adjectives. If the group understands a student’s sentence, they stay. If not, they must move back. * Students play the [Kumo game](http://japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/kumo_spider_game.docx) (like Battleship) by placing a dot in 10 random coordinates, then turns saying coordinates by making sentences in Japanese, for example, あねとしんかんせんでまちにいきます. The first student to have all 10 crossed off, wins. * Students read the information in [customer support on the JR rail website](https://www.jreast.co.jp/e/customer_support/corona-info/index.html) about measures taken by Japanese rail to ensure safety of passengers during COVID-19 then share their findings with a classmate or with the teacher. * **Self-reflection**   Students complete a learning reflection journal submission (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. Review each student’s submission and provide tailored feedback. | Students create a guide (digital/video or handwritten) in Japanese and English for visitors from Japan visiting Australia, comparing transportation in Japan and Australia.  The guide should include:   * recommendations for travelling around Australia * recommendations for travelling around major cities * ticket purchase procedures/OPAL cards * etiquette/procedures * signs and announcements. |
| **Directions (1 week)**  Introduce direction words with flashcards, paying attention to pronunciation and discussing ways to use them. *Kanji* for left and right can also be included for recognition. Students make note of these words for future use. **LJA5-5U, LJA5-6U**  Suggested vocabulary:  まっすぐいって、右にまがって、左にまがって、はしをわたって、しんごうのところを右にまがって、 ５００メートルぐらい、...ください、つぎのかどをひだりにまがってください、えきはどこですか、かど、つぎの、～から～まで  Consider introducing the following *kanji*:  右 ([stroke order](https://jisho.org/search/%E5%8F%B3%20%23kanji)), 左 ([stoke order](https://jisho.org/search/%23kanji%20%E5%B7%A6))  Students play [Quizlet/Quizlet Live – directions](https://quizlet.com/10790271/directions-japanese-flash-cards/) game to drill vocabulary.  Prepare the [Directions around town activity](https://jpf.org.au/classroom-resources/resources/directions-around-town/) and explain to students. Direct students to complete the activity. Each pair of students is given a mystery sentence slip and a map with the starting points marked. The object of the activity is to work out the mystery sentence. Students do this by looking at their map and the 4 sets of directions which have been displayed around the room. Each set of directions will lead them to a place on their map, and this word will help to complete the mystery sentence. **LJA5-2C, LJA5-6U**  Mini task: As an assessment for learning task, to ensure students are on track to succeed in the final assessment of learning task, students compose a short message in Japanese to a friend arranging to meet up somewhere after school, giving location, directions and transport to get there. Students swap their messages with a classmate to see if they can understand the directions and plans and give feedback. 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. **LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U** | Students create an ‘Amazing Race’-style activity in Japanese for the class to play to practise directions. This could be a physical race around the school or a digital race around a city, online. The race should include:   * directions to at least 5 locations * clues/puzzles to solve at each location.   The activity can be created digitally with QR codes, Adobe Spark or Google Forms, or in print form. |
| **Final task and virtual tour of Japan (1 week)**   * **Final preparation**   Students review learning from the unit of work and consider how they can manipulate and extend on their learning to complete their assessment task. Students should consult the final task marking guidelines to check for understanding of language and expectations and apply these to the task, they should also identify areas they need to develop and seek support. **LJA5-4C, LJA5-6U, LJA5-7U, LJA5-9U**   * **VR trip to Japan**   Students take a virtual trip to Japan to visit places explored throughout the unit of work. Students can choose from suggestions below or find their own. Students should take note of places in Japan and activities and seasons they might like to experience on a future trip to Japan.  Students compile a class playlist of experiences they enjoyed the most, with recommendations and reasonings in Japanese, for others to enjoy and for consideration by the teacher for future Japan tours. This list could be shared through a collaborative online document. **LJA5-4C, LJA5-6U, LJA5-9U**  ****Note: You can request to borrow a class set of VR headsets from the Tanken Centre. Alternatively, these VR tours can be watched on computers and phones without the need for a headset, though the headsets make it a more immersive experience.****  Japan  <https://360-panorama.jp/work/japan-vr-tour/>  <https://360-panorama.jp/work_list/>  <https://youtu.be/OR_Y7vj66PU>  <https://www.jrailpass.com/blog/japan-virtual-travel>  Tokyo  <https://360-panorama.jp/japan_ui/tokyo/>  <https://www.tohokuandtokyo.org/route_3/>  Kyoto  <https://360-panorama.org/kyoto_ui/>  Osaka  <https://www.youtube.com/watch?v=HPZ5qAkovIw>  Miyajima Island  <https://www.youtube.com/watch?v=khgn-72vGOg> |  |

### Evaluation and variation

Record any variations you implemented, including extensions and adjustments for students with special education needs. The evaluation can include feedback from students.

### Registration

Teacher name:

Teacher signature:

Date:

# About this resource

* The target audience for this resource is teachers of Stage 5 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 5 Japanese’.
* This resource will be reviewed in 12 months’ time as part of ongoing internal evaluation.
* Created/last updated: 24 June 2022

## How to use this resource

This 10-week unit 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). The learning, teaching and assessment strategies and assessment task are suggestions only.

It is assumed that students have already covered time, dates, shopping, transport and describing people in previous units.

## 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
* 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](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: Inclusion and Wellbeing – Inclusive Education