Stage 4 Japanese (mandatory 100 hours)

This 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. The learning, teaching and assessment strategies and assessment task are suggestions only.

# おはなみ – cherry blossom viewing parties

Attending events and festivals connects us to community. Through the study of this unit, students will learn to provide information about activities they do at various locations in their neighbourhood. Students will learn how to use simple Japanese to make suggestions using verbs and adjectives. Throughout the unit, students will continue to explore the significance of seasonal and monthly festivals in Japan. They will learn about language choices that demonstrate an understanding of Japanese culture and etiquette.

# Duration

10 weeks (25 hours)

# Focus areas

* What activities can you do at festivals and where do they occur?
* How do we structure sentences using verbs in Japanese?
* How do we suggest/promote doing an activity at a place?
* What is aizuchi and how can we use it to comment on festival activities?

# Prior knowledge

* Months: 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
* Seasons: 春, 夏, 秋, 冬
* Festivals: お正月, ゆきまつり, せつぶん, ひなまつり, おはなみ, こどもの日, つゆ, たなばた, おぼん, おつきみ, 七五三
* Saying a festival or season is in a particular month of the year, for example: はるは三月と四月と五月です or おはなみは四月です.

# Vocabulary

* Places: 川, 山, 町, 公園, お寺, 神社
* Food: 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
* Drink: おちゃ, ジュース, コーラ, ミルク, みず
* Activities: 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
* Adjectives: 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

# Structures

* Stating 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

* Stating where an activity happens, for example:

公園でピックニックをします, 神社でさくらをみます

* Making suggestions to do an activity, for example:

みましょう, たべましょう, のみましょう, しましょう, とりましょう

* 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

# Learning across the curriculum

* Critical and creative thinking
* Information and communication technology capability
* Intercultural understanding
* Literacy
* Numeracy

# Outcomes

|  |  |
| --- | --- |
| Outcomes | Content |
| LJA4-1C | uses Japanese to interact with others to exchange information, ideas and opinions, and make plans |
| LJA4-2C | identifies main ideas in, and obtains information from texts |
| LJA4-3C | organises and responds to information and ideas in texts for different audiences |
| LJA4-4C | applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences |
| LJA4-5U | applies Japanese pronunciation and intonation patterns |
| LJA4-6U | demonstrates understanding of key aspects of Japanese writing conventions |
| LJA4-7U | applies features of Japanese grammatical structures and sentence patterns to convey information and ideas |
| LJA4-8U | identifies variations in linguistic and structural features of texts |
| LJA4-9U | identifies that language use reflects cultural ideas, values and beliefs |

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, 2018.

# Suggested assessment of learning task

(Please modify the assessment of learning task to suit your individual context, including differentiating for different learner groups, if required.)

As a member of the town’s youth council you are helping to promote a local festival, aiming to get more young Japanese people involved and connecting with others. Your job is to design an engaging poster that promotes all the activities that have been organised at the different locations. Include at least 3 different suggested activities and a comment on each of them, written in Japanese. **LJA4-4C, LJA4-7U, LJA4-6U**

(Variation – students could complete this task using an online tool that also allows them to embed spoken text in the poster. Alternatively, students could read aloud their poster to the class who in turn could choose an appropriate adjective to comment on the activities they heard. **LJA4-5U**)

# Lesson sequence

|  |  |  |  |
| --- | --- | --- | --- |
| Sequence | Outcomes and content | Teaching and learning strategies | Evaluation and variation \* |
| Week 1 | LJA4-2C identifies main ideas in, and obtains information from texts  LJA4-9U identifies that language use reflects cultural ideas, values and beliefs identity | Building the field – introduce the assessment of learning task. Explain that all activities completed this term will add to the students’ skills to help them complete the final task. Ask students to suggest vocabulary and language structures they already know, and then to identify some of the things they will need to learn. Use known language to form the basis of an [anchor chart](https://www.weareteachers.com/anchor-charts-101/), which the class can add to as the unit progresses. Categories may include food and drink, places, activities and suggestions for what happens at festivals in Japan.  Revise the monthly [festival calendar](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/st4-jap-festivals-calendar.docx) reminding students of the seasons, months and annual festivals. Revise the *kanji* for the months and seasons. Use Japanese sentences to say which months belong to which season and add these sentences to the [seasons poster](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/st4-jap-seasons-poster.docx). Ask students to look at the picture for spring on the poster and ask them to add the sentence 四月はおはなみです. Provide students with a [reading passage](https://web-japan.org/kidsweb/explore/calendar/april/hanami.html) about the festival and discuss in more depth what happens at the cherry blossom festival.  Watch 3 YouTube clips showing different aspects of the cherry blossom festival – [making Japanese sweets](https://www.youtube.com/watch?v=0-9o87g2wP4), [*Kenrokuen* gardens](https://youtu.be/0-9o87g2wP4) and [From morning till night](https://www.youtube.com/watch?v=VQ3bhSWTezU) that includes visiting shrines. Then as a class or in groups, create a list of foods, places and activities seen in the clips. Alternatively, provide students with a list of the foods, drinks, activities and places vocabulary for them to tick items off as they see things in the clips. 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.  Present new vocabulary in a PowerPoint, from which students add to their anchor chart from the ‘building the field’ activity.  Set up a scene in the corner of the classroom that looks like a [cherry blossom tree](https://www.twinkl.com.au/illustration/cherry-blossom-tree-template-object-craft-japan-topics-ks2-black-and-white-rgb) or park, and place a blanket down for students to take turns, in the coming lessons, sitting and playing card games or role-playing simple conversations. |  |
| Week 2 | LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions  LJA4-9U identifies that language use reflects cultural ideas, values and beliefs | Revise the differences between *katakana*, *kanji* and *hiragana* by providing students with a worksheet that has the vocabulary for the unit, introduced to them last week, all written in Japanese script and in no particular order or category. Ask students to categorise each word into the 3 different scripts, either by circling or highlighting the words in 3 different colours. Ask students if they can see any correlation between the *kanji* for the places and what the places look like. Using [flashcards](https://jpf.org.au/classroom-resources/flash-cards/kanji-cards-for-secondary-students/), demonstrate the stroke order of the new *kanji* and help students to visualise ways of remembering the meanings. Students list the vocabulary for the places in English and *kanji*. Students will also practise writing the new *hiragana* words (*katakana* is optional) in their books with guidance from stroke order [worksheets](http://japanese-lesson.com/characters/hiragana/hiragana_writing.html).  Students consolidate their understanding of the new vocabulary by completing an [multiple choice and unjumbling activity](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/languages/stages-4-5/japanese/st4-jap-vocab-activity.docx) with the spelling of the vocabulary for places, activities, food and drink.  Students watch 2 YouTube clips relating to Hanami – first, [How to Hanami](https://www.youtube.com/watch?app&v=T7Us-uHGh60) (2:44 min), as an introduction (this is a shorter slip, with more visuals), then [How to Hanami: A beginner’s guide to cherry blossoms viewing in Japan](https://www.youtube.com/watch?app=desktop&v=-D0sd7rzpLA) (8:42 min), which includes some Japanese conversation and more details to complement the first 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. Using a [PMI chart template](https://www.edrawsoft.com/templates/images/pmi-chart.png), students discuss in small groups what they found interesting, as well as positive and negative aspects, in the videos, from a cultural perspective. For example, cleaning up, lots of plastic packaging, variety of food types (point out how there was lots of taste testing and commenting on flavours of food to show appreciation, or be in the moment, and that this will be looked at more closely later in the unit), etiquette of picnics. Students can also add new vocabulary to their anchor chart and share their thoughts with the class or group.  Students explore the image on the [ThingLink website](https://www.thinglink.com/scene/1547804112555343874), clicking on the icons. Then, they demonstrate their knowledge of new vocabulary by labelling their own image or a variety of images. Students label the image(s) with Japanese vocabulary for the food/drink/activity/location found in the image(s). Students can be directed to [images](https://www.irasutoya.com/p/seasons.html) or [photos](https://www.flickr.com/search/?text=ohanami) to choose from. |  |
| Week 3 | LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences  LJA4-5U applies Japanese pronunciation and intonation patterns | As a class, view a range of English and Japanese postcards and letters. Discuss features of each text, for example addresses, text length, opening and closing statements, and so on. Point out the differences between Japanese and English postcards and letters. For example, the placement of dates, addresses, vertical or horizontal writing. Using the PMI chart they completed last week, in relation to the cherry blossom festival, students compose their own [postcard](https://www.irasutoya.com/search?q=%E5%AD%A3%E7%AF%80+%E3%83%86%E3%83%B3%E3%83%97%E3%83%AC%E3%83%BC%E3%83%88&updated-max=2016-04-19T22:00:00-07:00&max-results=20&start=0&by-date=false) or letter for their teacher back home, telling them about their experience at a cherry blossom viewing festival in Japan. Encourage students to substitute as many place, food and drink names with the Japanese words as possible. Following a [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=1eaac681-8327-9acc-8107-4a3c0927d14) process, students read another postcard and check for spelling and punctuation before they publish their postcards. (These postcards will be used later in the unit for students to improve upon).  Revise vocabulary using Japanese [flashcards](https://jpf.org.au/classroom-resources/flash-cards/) and ask students to recite the Japanese words for food/drink and activities either from the script, or a picture, or both. Model correct pronunciation and intonation and ask students in small groups or pairs to repeat the words back to the teacher and each other. Give students time to check they have all the vocabulary listed in their books.  Students create a [Kahoot quiz](https://create.kahoot.it/auth/login) for the class or their group. Ask them to include at least 5 questions with the new vocabulary and 5 questions on cultural aspects of the festival.  Using [flashcards](https://jpf.org.au/classroom-resources/flash-cards/), introduce the following verbs for the activities; します, たべます, みます, のみます, とります. Students recite the new words and then write them as a new list in their books. Model correct pronunciation and intonation and ask students if they notice what the words have in common and whether English words have that commonality.  Students read about the card game [*karuta*](https://www.tofugu.com/japan/karuta-japanese-cards/) and make their own vocabulary [cards](https://akitajet.com/wiki/General_Karuta_Cards) with all the nouns and verbs listed in their books. They can take turns to play in the simulated cherry blossom scene. Remind them to use correct pronunciation and intonation as they call each word in the card game. |  |
| Week 4 | LJA4-2C identifies main ideas in, and obtains information from texts  LJA4-5U applies Japanese pronunciation and intonation patterns  LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas | Students match simple English sentences (for example, I play soccer, I eat sushi, I look at the cherry blossoms) with Japanese sentences, using their prior knowledge of the nouns in the sentence. Students are asked to observe what is on the end of each sentence (the verbs) and to see if they notice the difference and/or pattern between the English and Japanese sentences.  To build understanding of Japanese sentence structure, play a version of bingo with students. Give the students a blank [bingo card](https://myfreebingocards.com/templates) and have them write 3 or 4 verbs and 5 or 6 nouns in English, from their vocabulary lists in their books, into the 9 squares. The teacher reads out sentences in Japanese and students mark which English word or words, if any, from their bingo card were used in the sentence. For example, the teacher reads さくらをみますand if students have cherry blossom and see/look on their bingo card they can cross off both those word spaces. Students can play in teams scoring points for their team when they get 3 words in a row. Students can also take the role as bingo caller, reading sentences out to the class in Japanese.  Challenge students, in teams, to write as many Japanese sentences (following the new sentence pattern activity/food/drink をverb) as they can in a designated time frame. Students then read their sentences aloud and if no one else had the same sentence they score a point for their team. After hearing all the sentences around the class, students choose 6 different sentences to write in Japanese on sticky notes.  Revise the *kanji* for the places, already listed in student books. Include each kanji on a poster large enough for students to add their sticky notes, and place these on walls around the room. Students then do a mini [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=1eaac681-8327-9acc-8107-4a3c0927d14) with their 6 sentences on sticky notes and attach them to the posters where they think each activity could occur. As a class, analyse the responses and see which activity seems to be the most popular at each place. Students apply numeracy skills to create a graph in their books of each place and the most popular activities, using as much Japanese vocabulary and script to annotate the graph as they can.  Keep a copy of the sticky notes to help introduce the next structure next week.  Students add to their deck of karuta cards from Week 3. They can now add a sentence card to match each vocabulary card. For example, a vocabulary card with the word おにぎり would 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. |  |
| Week 5 | LJA4-2C identifies main ideas in, and obtains information from texts  LJA4-5U applies Japanese pronunciation and intonation patterns  LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas | Return the sticky notes from last week to the students, randomly, until they are all handed out. Introduce how to add the place an activity takes place to a sentence, using particle で. Using visual cues such as [pictures](https://www.irasutoya.com/p/building.html) of the places and items in a PowerPoint, demonstrate in spoken Japanese, how to add the place name at the start of the sentence and say where an activity takes place. For example, on the whiteboard the picture of a shrine, green tea and the word ‘drink’ can be seen in a PowerPoint presentation. The teacher says 神社でおちゃをのみます while pointing to or highlighting the matching picture or English word. Ask the students to join in reading the sentences aloud by following the visual cues together. Have students copy an example from the PowerPoint into their books.  Students then edit the sentences on the sticky notes that they were given by adding a place with particle で in Japanese script to the beginning. Students share their sentence with a partner to check and the teacher then asks for volunteers to read their sentences to the class. After each sentence is read, ask other class members to offer a translation of the sentence they heard and have the reader confirm they are correct.  Students complete a listening activity to continue to consolidate their understanding. Hand out a [pictorial map](https://jpf.org.au/classroom-resources/jpfmedia/Map_Sheet.pdf) of a Japanese neighbourhood and add a list of activities in English (eat *sushi*, play cards and so on) to the worksheet. This should be duplicated on both sides of the worksheet. Students listen to the teacher say in Japanese that these activities are happening at certain places on the map. For example, こうえんでトランプをします. Students then draw an arrow from the English phrase listed on the worksheet and match it to the location that the teacher said in the sentence. Using the reverse side of the worksheet, ask for volunteers to take turns stating a place and activity (just like the teacher did) for the rest of the class to match.  Provide students with a new (third) copy of the map. Students then annotate their map by writing a Japanese sentence that explains the activity that will take place at each location. For example, 川でサッカーをしますwith an arrow pointing to the river on the map. Students check each other’s work and the teacher collects their maps to be displayed around the room next week for another activity. |  |
| Week 6 | LJA4-3C organises and responds to information and ideas in texts for different audiences  LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas  LJA4-9U identifies that language use reflects cultural ideas, values and beliefs | Read the [etiquette of grunting](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 scripted portions. Students watch [Aizuchi: Why it's impolite not to "chime in" in Japanese](https://www.youtube.com/watch?v=G-GQRYA_yMw) on YouTube (1:49 min), then re-watch [How to Hanami: A beginner’s guide to cherry blossoms viewing in Japan](https://www.youtube.com/watch?app=desktop&v=-D0sd7rzpLA) (8:42 min), that was viewed earlier in the unit. Direct students to the Japanese discussion about the snack foods. Ask: What do you think is being discussed here?, What is the purpose of the discussion?, Does it relate to the reason for celebrating cherry blossom season (appreciating or being in the moment)?, Do you hear the words そう and/orうん? 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.  Introduce the new adjectives and have students list them in their books. Read them aloud with the class and add the aizuchi style ending of ですね on the end each time. Split the class in half and ask half the class to repeat the adjective with ですね. For example, かわいいですね. Then the other half reply with そうですね. Upload some [pictures](https://www.irasutoya.com/search/label/%E3%81%8A%E8%8A%B1%E8%A6%8B?updated-max=2018-03-23T15:00:00%2B09:00&max-results=20&start=20&by-date=false) and [images](https://www.flickr.com/search/?text=ohanami) of festival activities to a [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=d28f5) and have the students reply そうですねas the you model how to comment on the pictures by making verbal comments on each picture and adding a digital sticky note with the same comment. By digitally accessing the Google Jamboard themselves, the students can leave their own comments on the pictures using the virtual sticky notes. Look at their responses as a class and demonstrate whether you agree or question the comment by modelling そうですねand nodding, or そうですか with a slightly tilted head and quizzical look.  Students consolidate their knowledge and understanding of *hiragana* script by finding the correct symbols to spell the words on a [writing practice sheet](http://japanese-lesson.com/characters/hiragana/hiragana_writing.html), tracing them and writing the words for the new adjectives in different colours like graffiti on a page in their books. Use *hiragana* blocks or flashcards to construct the new words.  Students read the [Japan Foundation *hiragana* mini books series 4](https://jpf.org.au/classroom-resources/hiragana-mini-books-series-4/) (books 1, 2, 3 and 5) to further extend their knowledge of *hiragana* and adjectives. Students can then create their own version of the [mini book](https://www.instructables.com/How-to-make-a-mini-booklet/#:~:text=%20How%20to%20Make%20a%20Mini%20Booklet%20,middle%20of%20the%20paper.%20Do%20NOT%2C...%20More%20) with some adjectives from their list.  Watch the [video lesson](https://www.nhk.or.jp/lesson/en/lessons/12.html) that models in cartoon style a visit to Sensoji Temple and people commenting the amulets for sale with ‘adjective’ + ですね. Students can add any new words to their vocabulary list and make note in their books of the way adjectives are used in a sentence to describe a specific object. For example, おいしいすしですね.  Display the pictorial maps that students completed in Week 5, with their sentences stating the activities happening at each location on the map. Students do another [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=73153) and take turns in both writing a comment and replying to a comment on other students’ maps. This can be done with small sticky notes or just different coloured pens directly on the maps. For example, students can write すごいですね and then another student can agree by writing そうですね next to the comment. Students could also follow the example from the video and include a noun in their sentence. For example, すごいこうえんですね. |  |
| Week 7 | LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas  LJA4-8U identifies variations in linguistic and structural features of texts | As a class, watch the [video lesson](https://www.nhk.or.jp/lesson/en/lessons/22.html) about suggesting activities at the snow festival. Explain that all the verbs they have been using can change in the same way, by changing ます on the end to ましょう, to suggest doing an activity instead of just stating it. Students write the example from the video lesson in their books.  Divide the class into teams and supply each team with a set of flashcards and/or objects to represent all the nouns, verbs and places. Usingましょう, suggest doing an activity at a place. For example, 山でしゃしんをとりましょう. The teams then race to be the first to put the items and/or vocabulary cards in the correct sentence order on their table at the front of the room. Students work together to listen for certain words and one person takes turns to be the nominated runner.  Students to create their own comic strip using a [storyboarding](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?clearCache=177377fd-ec16-a390-11ea-b79fb9f1d5e9) tool. They can choose at least 3 places to visit and write what they will do at each place, adding aizuchi comments about the activity/food/drink/place. Students may like to look up new adjectives to use in their story. They can use a combination of either statements and/or suggestions for their verb endings.  Students swap their comics with 2 other students for [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=c0b57). (assessment as learning – peer feedback) |  |
| Week 8 | LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas  LJA4-8U identifies variations in linguistic and structural features of texts | Read and translate an [example postcard](https://docs.google.com/presentation/d/15rdd9HuwLwbk28rK1f5WK2QLyT8Ic_YQYQTrY4m8pRE/edit?usp=sharing) together as a class or in groups. It should be similar to the ones they wrote in English and Japanese at the start of the unit, but written in Japanese past tense (ました) about a visit to おはなみ. Note: You may need to right-click on the hyperlink, then copy the link and paste it directly into the search bar and hit enter.  Show the class a sentence written in 3 different ways with the 3 different verb endings. For example, やきとりをたべます, やきとりをたべましょう, やきとりをたべました. Ask students to articulate the English translation for each sentence. Students write these sentences in their books and underline or highlight the 3 different verb endings and label them with the English meaning of each.  Students do a categorising activity with a list of sentences in Japanese all written in different verb forms. Cut the sentences into individual strips and have students glue them into their books under the headings of ‘present tense’, ‘past tense’ and ‘suggestion’. To differentiate the task, students could write their own sentences in 3 different columns or colours.  Students rewrite their postcards from the beginning of the unit with more Japanese than they used in their first attempt. Using [peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=73153), students read drafts of another student’s work, checking for the correct tense of the verb and spelling, before publishing their final postcard. |  |
| Week 9 | LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences  LJA4-5U applies Japanese pronunciation and intonation patterns  LJA4-9U identifies that language use reflects cultural ideas, values and beliefs | Give students time to investigate other festivals from the calendar and brainstorm new words that could be relevant to these festivals. For example fireworks, moon, stars, dolls, carp kites, mochi, osechi ryouri, rice field, house/home, lolly bag, yukata, omamori, wear, buy. Alternatively, give students new Japanese sentences that would be appropriate for other festivals and have them translate the sentence (looking up the new words) and match them to a festival. Students could also choose their own festival of interest.  Explain to students that they will create an infographic and watch the [What is an infographic](https://www.youtube.com/watch?v=Yvo-mHq1ojU) video. Students then choose a season to create an infographic about. 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.  Students create an infographic about the festivals that occur in the chosen season including the month or date in Japanese, and one or two sentences for each festival. For example, let’s watch the fireworks はなびをみましょう or let’s wear yukataゆかたをきましょう. To differentiate this activity, students can study infographics already created on each season by playing [running dictation](https://eslspeaking.org/esl-game-running-dictation/), in teams of 3-4, to then infer meaning from the infographic as a team.  Create an interactive presentation, using [Mentimeter](https://www.mentimeter.com/), and survey students on what they think of the various festivals, for example: What festival do you think is the most interesting?, How would you describe the Obon festival? Students then use Japanese vocabulary to comment where possible. 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. |  |
| Week 10 | LJA4-4C applies a range of linguistic structures to compose texts in Japanese, using a range of formats for different audiences  LJA4-5U applies Japanese pronunciation and intonation patterns  LJA4-6U demonstrates understanding of key aspects of Japanese writing conventions  LJA4-7U applies features of Japanese grammatical structures and sentence patterns to convey information and ideas | **Assessment of learning**  Final task – as a member of the town’s youth council you are helping to promote a local festival, aiming to get more young Japanese people involved and connecting with others. Your job is to design an engaging poster that promotes all the activities that have been organised at the different locations. Produce a promotional poster that has at least 3 different suggested activities and a comment on each of them, written in Japanese. **LJA4-4C, LJA4-7U, LJA4-6U**  (Variation – students could complete this task using an online tool that also allows them to embed spoken text in the poster. Alternatively, students could read aloud their poster to the class who in turn could choose an appropriate adjective to comment on the activities they heard. **LJA4-5U**) |  |

\* In this column, record any variations you implemented, including extensions and adjustments for students with disability. Include an evaluation of how you and your students enjoyed each activity, including suggestions for improvement.

# Registration

Teacher name:

Teacher signature:

Date: