 Stage 4 Japanese (mandatory 100 hours)

This unit starter 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.

Let’s learn Japanese!

The culture of Japan is entwined with language and mannerisms used in everyday life, including in the classroom and when meeting people. This unit focuses on language and cultural aspects used when greeting people and sharing information with each other, as well as the Japanese writing systems. Students learn to exchange information about themselves, using these language skills when meeting exchange students, making new Japanese friends online or when visiting Japan. Students learn to manipulate language to communicate and understand cultural elements, fostering confidence and intercultural understanding. Students also learn to use and respond to classroom expressions in Japanese in order to establish classroom routines and develop some basic verb understanding to extend on in future units with verbs and requests.

Duration

6 weeks

Key inquiry questions

* How are the writing systems of Japan used to communicate in Japanese?
* How do we identify ourselves and what language and cultural understanding is needed to share this information when meeting Japanese native speakers?
* What routines and language do we need to establish respectful relationships and respectful classroom environments in both Australia and Japan?

Learning across the curriculum

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia’s engagement with Asia
* Intercultural understanding
* Personal and social capability
* Difference and diversity

Structures

Suggested classroom expressions

| *Hiragana* | *Romaji* | Definition in English |
| --- | --- | --- |
| きりつ | kiritsu | stand up |
| きをつけ | ki o tsuke | attention |
| れい | rei | bow |
| ちゃくせき | chakuseki | sit down |
| すみません | sumimasen | excuse me |
| わかりません | wakarimasen | I don’t understand |
| たってください | tatte kudasai | please stand |
| すわってください | suwatte kudasai | please sit |
| きいてください | kiite kudasai | please listen |
| しずかにしてください | shizuka ni shite kudasai | please be quiet |
| みてください | mite kudasai | please look |
| ちょっとまってください | chotto matte kudasai | please wait a moment |
| てをあげてください | te o agete kudasai | please raise your hand |
| いってください | itte kudasai | please say it |

Greetings and salutations

| *Hiragana* | *Romaji* | Definition in English |
| --- | --- | --- |
| こんにちは | konnichiwa | hello and/or good day |
| こんばんは | konbanwa | good evening |
| おはようございます | ohayoo gozaimasu | good morning (formal) |
| おはよう | ohayoo | good morning (informal) |
| さようなら | sayoonara | good bye |
| じゃまたね | ja mata ne | see you later |
| （じゃ）またあした | ja mata ashita | see you tomorrow |

Introductions and meeting people

| *Hiragana* | *Romaji* | Definition in English |
| --- | --- | --- |
| じこしょうかい | jikoshoukai | self-introduction |
| はじめまして。 | hajimemashite | How do you do? |
| どうぞよろしく(おねがいします)。 | doozo yoroshiku (onegai shimasu) | Pleased to meet you. |
| おなまえは（なんですか）。 | onamae wa (nan desu ka) | What is your name? |
| ばく/わたしのなまえは＿＿＿　です。  | boku/watashi no namae wa \_\_ desu | My name is \_\_\_. |
| さん/ くん/ ちゃん/ せんせい/ さま | san/kun/chan/sensei/sama | (used after people’s names) |
| どこからきましたか。 | doko kara kimashita ka | Where do you come from? |
| **オーストラリア**じんです。 | oosutoraria jin desu | I am Australian. |
| **オーストラリア**からきました。 | oosutoraria kara kimashita | I come from Australia. |
| どこにすんでいますか。 | doko ni sunde imasu ka | Where do you live? |
| **シドニー**にすんでいます。 | shidonii ni sunde imasu | I live in Sydney. |
| なんさいですか。 | nan sai desu ka | How old are you? |
| **十二**さいです。 | juu ni sai desu | I am twelve years old. |
| なにがすきですか。 | nani ga suki desu ka | What do you like? |
| （**すし**と）**にほんごが**すきです。 | (sushi to) nihongo ga suki desu | I like (sushi and) Japanese language. |
| **わさび**がすきじゃないです。 | wasabi ga suki ja nai desu | I don’t like wasabi. |

Written script

Introduce the 3 written scripts used in Japanese for a basic understanding of their uses and origins. Introduce *hiragana* as soon as possible, using *romaji* as a guide but removing it as new *hiragana* is introduced. It is suggested *hiragana* be incorporated throughout the unit of work, not as a stand-alone unit itself.

*Hiragana*: あ、い、う、え、お、か、き、く、け、こ、さ、し、す、せ、そ、た、し、つ、て、とな、に、ぬ、ね、の、は、ひ、ふ、へ、ほ、ま、み、む、め、も、や、ゆ、よ、ら、り、る、れ、ろ、わ、ん、を and combination sounds and double consonants

*Kanji* numbers: 一、二、三、四、五、六、七、八、九、十, Japanese language日本語

Sample assessment activities

* Assessment for learning
	+ Students interview each other to gather information to share with a class in Japan (or another class learning Japanese) by creating a class profile or blog to compare lifestyles and build relationships between Japanese speakers. Teachers provide feedback on areas of improvement. LJA4-3C, LJA4-6U, LJA4-7U, LJA4-8U
* Assessment as learning
	+ In groups, students compose a script of a conversation that they would use with Japanese speakers when meeting for the first time, for example when visiting Japan or when exchange students come to visit their school. Each group shares their script with another group to identify areas where language can be manipulated or extended. Feedback is provided by students, in oral or written form. LJA4-4C, LJA4-7U, LJA4-8U
* Assessment of learning
	+ Students create a self-introduction video to share with a student in Japan (or another student learning Japanese) who may become their email pal. The video should include spoken text in Japanese with English subtitles. LJA4-4C, LJA4-5U, LJA4-7U, LJA4-8U
	+ Final task – listen to self-introductions of 3 Japanese exchange students. With this information, record the script of the interview you will conduct with them during a school assembly. LJA4-3C, LJA4-5U, LJA4-7U, LJA4-9U (Note: This assessment task, with marking guidelines, 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.)

Outcomes

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

| Syllabus content | Suggested teaching and learning strategies | Evidence of learning | Feedback and variation |
| --- | --- | --- | --- |
|  | Welcome to JapanStudents brainstorm what they know about Japan. Students watch [What do you know about Japan?](https://www.youtube.com/watch?v=r_pAL_6m9PI) and identify as many Japanese cultural ‘icons’ shown in clip as they can. Ask students: Why are these the main things identified as being popular Japanese items? Move around the classroom and interact with students discussing their ideas and thoughts. | On whiteboards or A4 paper, students record cultural aspects of Japan they are familiar with and share with class.Record what students have identified, including each aspect’s significance to the Japanese, using [Mentimeter](https://www.mentimeter.com/). | Ask students to elaborate on their ideas: How did you know about this aspect? Have you been to Japan? What aspects of the culture interest you the most?Variations could include using technology to brainstorm, for example [Bubbl.us](https://bubbl.us/). |
| LJA4-5U* recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation
 | **Classroom expressions**Ask students to identify the most useful phrases for classroom use. Would these be the same for all classrooms in Japan and Australia?Flashcard drill classroom expressions in Japanese and ask students to repeat, focusing on pronunciation and identifying common elements such as 〜てください.Ask students what other places they may be able to use these expressions, for example in the home, at the movies, shopping.Place the words around the room in areas relevant to each phrases, for example みてください near the board. Students and teachers use these phrases each lesson.Students play a range of Quizlet games (see [sample](https://quizlet.com/subject/classroom-commands-japanese/)) to gain familiarisation with these phrases. Once students know *hiragana*, they complete activities for [Languages Online Unit 3 – In class](https://www.education.vic.gov.au/languagesonline/japanese/topic_03/index.html).Students listen to and repeat classroom instructions from [YouTube](https://www.youtube.com/watch?v=HBWzU4UwFW0) for pronunciation practice.Students complete a range of listening activities, for example from *Obento Deluxe 1*, *JBlog 1*, *iitomo 1* workbooks. | Students correctly pronounce terms and perform the appropriate action when directed. Over time, students will show more confidence in performing these actions as part of the Japanese classroom routine.Students confidently give classroom instructions.Students are actively engaged in learning activities, self-assessing for areas of progress and areas for development. | Students research other useful classroom expressions they may use.Observe students’ participation and discuss progress with students, giving feedback and encouragement. |
| LJA4-9U* recognise their own and others’ ways of expressing identity, reflecting on the relationship between language culture and identity
 | **Introductions and meeting people – contextualising the unit**Students brainstorm as a class what features they use to identify themselves (for example nationality, age, name, likes and dislikes, where they live) to create a collaborative space of common ideas on whiteboards, [Bubbl.us](https://bubbl.us/), [Canva mind maps](https://www.canva.com/graphs/mind-maps/), [Popplet](http://popplet.com/) or sticky notes. (Note: Canva is for 13+ years and requires Chrome to run, so right-click on the hyperlink, then copy the link and paste it into your Chrome internet browser.)Ask students: Are these features the same in other cultures? Discuss scope of the unit and the structures that will be introduced, for example nationality, age, name, likes and dislikes, where they live. | Ideas are shared by all students.Relationships between class members are developed as they get to know each other.Students consider these features in relation to other cultures and how they identify themselves. | Ask students about what other aspects can contribute to a person’s sense of identity. |
| LJA4-6U* recognise and use *hiragana* and some *kanji*
 | Introduction to scriptIntroduce the idea of the 3 writing systems used in Japanese and briefly explain their history/usage.Give students a sample of the 3 styles of script in Japanese, hiragana, katakana and kanji, discussing the origins and uses of each type of script, along with vertical and horizontal written forms.Students work in teams to identify different scripts in the handout. | Students participate in discussions about Japanese script and are able to identify vertical and horizontal forms as well as examples of the 3 script types. | Observe students’ participation and ask questions to help students notice the differences between the scripts.Move around classroom and encourage students to expand on their ideas and reasoning. |
| LJA4-6U* recognise and use *hiragana* and some *kanji*
 | ***Hiragana* – introduce gradually throughout the unit**Flashcard drill *hiragana* characters, introducing 5-10 at a time (pace as necessary for class). *Hiragana* can be introduced in order, by number of strokes or by necessity. Students repeat sounds to ensure correct pronunciation and are given mnemonics to help remember each character.**Suggested techniques and strategies for introducing *hiragana***:* Drill *hiragana* using flashcards.
* Students grab flashcards from a central pile as the sounds are called out.
* Students are given a few flashcards each and rearrange themselves to spell out words as they are heard.
* Students race to put flashcards in Japanese alphabetical order to assist with dictionary reference for future use.
* Students play the Japanese card game [*karuta*](https://www.tofugu.com/japan/karuta-japanese-cards/) for recognising *hiragana*, adding more to the playing set as *hiragana* is introduced. Students may also use the game [*jan ken pon*](http://jet.wikia.com/wiki/Janken)(rock paper scissors) to decide who gets the card, if both students grab cards at the same time, just as the Japanese do for decision making. This can be used as a class routine for decision making or problem solving.
* Online games and activities for *hiragana*:
	+ [Japanese meow *hiragana* game](https://japanesemeow.com/hiraganagame/) – reading *hiragana*
	+ [*Hiragana* quiz](http://www.easyjapanese.org/kanaquiz.html) – reading *hiragana* (if the link does not open, right-click, copy and then paste it into your internet browser)
	+ [Fun *hiragana* practice](https://www.tanoshiijapanese.com/practice/) – reading and writing
	+ [*Kana bento*](https://drlingua.com/japanese/games/kana-bento/) – reading
	+ [*Kana* invaders](https://drlingua.com/blog/hiragana-games-online/) – reading
	+ [Quizlet](https://quizlet.com/en-gb) using individual Quizlet or [Quizlet Live](https://quizlet.com/live) for teams.
 | Students use correct pronunciation for each sound.Students are able to recall the mnemonics for each character to assist with future recall. Students use correct stroke order to write basic words in Japanese and gradually replace *romaji* with the *hiragana* recorded in their exercise books.Students recall the correct *hiragana* and their mnemonics with increasing speed and accuracy from sounds and words they listen to.Students look up words in Japanese dictionaries.Students use correct pronunciation for each sound.Students use correct stroke order to write basic words in Japanese and gradually replace *romaji* with the *hiragana* learnt.Students recall the correct *hiragana* and their mnemonics with increasing speed and accuracy from sounds and words they listen to.Students recall the correct *hiragana* and their mnemonics with increasing speed and accuracy from short phrases they listen to.Students recall the correct *hiragana* and with increasing speed and accuracy from a variety of spoken and written forms. Students self-assess and identify areas needing attention to focus on. | For students finding *hiragana* challenging, consider offering self-paced learning, selecting the amount of *hiragana* they will learn in the unit, combining *romaji* and *hiragana* in tasks.Remove *romaji* for *hiragana* already learnt when doing classwork.Students already confident in *hiragana* may learn some basic *kanji* to replace them, for example 日、日本、名前 and *katakana* for オーストラリア.Label ping pong balls with *hiragana* and, in groups, students bounce the balls into a cup to spell out words that the teacher calls out.Students self-asses own progress in games. |
| LJA4-9U* explore connections between language and culture in particular words, expressions and communicative behaviours
 | **Bowing**Watch [What’s Japan? – Bowing](https://www.youtube.com/watch?v=VZ2s8IvMwDI) and [Cute polite Japanese bowing deer](https://www.youtube.com/watch?v=vkMs7FqDNBE).Discuss (in class or in groups) the significance of bowing in Japanese culture. Students consider why bowing is used as a sign of respect and reflect on and compare with how respect is shown in their own culture.Students take turns being class monitor for a week using phrases learned so far. Students stand and bow at the start and end of each lesson. | Students share ideas and opinions on why bowing is practised in Japan and their reflections on how respect is shown through gestures in their own culture. | Encourage students to make their thinking more visible by asking probing questions. |
| LJA4-7U* understand elements of Japanese grammar, including the systematic nature of verb conjugation
 | **Introductions and meeting people**Teach structure for a basic self-introduction. Use *furigana* (*romaji*) for characters not yet introduced.はじめまして。わたし・ぼくは＿＿＿です。どうぞよろしく（おねがいします）。Complete [Languages Online Unit 2 – Nice to meet you](https://www.education.vic.gov.au/languagesonline/japanese/topic_02/index.html).Teach how to ask someone’s name おなまえはなんですか。/ わたし・ぼくは＿＿＿です。Draw students’ attention to patterns in Japanese sentences, the use of consonant/vowel pairings and sentence structure. This can be practiced as a “race” around the classroom to see which half of the room/which class can successfully ask and answer the question the fastest. | Students manipulate the example sentences to write basic sentences about themselves. They exchange words in the sentences to personalise them for their own situation.Students identify question words and the か particle for asking questions. They are able to pronounce the sentences with rising intonation on the end. | Encourage students to make their thinking more visible by asking probing questions.Asking someone’s name can be shortened to おなまえは？to make it more accessible.Additional particles can be introduced/left out as appropriate, for example わたし**の**なまえは　 |
| LJA4-6U* recognise and use *hiragana* and some *kanji*

LJA4-8U* recognise how Japanese influences and is influenced by factors such as technology, and other languages and cultures
 | ***Kanji*, countries and flags**In groups, students are given characters for Japan and China, an image of the Japanese flag and a map of Asia to discuss associations. Class discussion follows with students writing and discussing the meaning of Japanese characters for *nihon* 日本 – ‘origin of the sun’ from Chinese characters, as China considered itself the middle kingdom 中国 and Japan lies to the east in the direction of where the sun rises.Link to Japanese flag ひのまる ‘circle of the day’.Students are provided with an image of the Aboriginal flag and discuss [symbolism](https://aiatsis.gov.au/explore/articles/aboriginal-flag) and relationship to the sun. They read [Aboriginal Astronomy the star of Dreamtime stories](https://www.abc.net.au/news/2017-04-05/aboriginal-astronomy-basis-of-dreamtime-stories-stargazing/8413492) and make cultural connections and comparisons with Japan. | Students draw the characters and are involved in class discussion around the origins and meanings of these characters.For further cultural inclusion, students could create [*haiku*](https://en.wikipedia.org/wiki/Haiku) poems about the symbolism of the sun to these cultures. Students describe the design of the Aboriginal flag and what it represents. | Students research flags more deeply via the internet or invite a guest speaker to the class, for example, an Aboriginal student or teacher. |
| LJA4-7U* understand elements of Japanese grammar, including the systematic nature of verb conjugation

LJA4-9U* recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity
 | **Where do you come from?** Introduce a range of countries in Japanese and the sentence pattern どこからきましたか。/countryからきました。Use *romaji* where necessary to provide *furigana* above unknown characters.Show how country changes to nationality with the addition of 人, for example オーストラリアAustralia →オーストラリア人 Australian.Discuss issues of identity as required by context – nationality versus ethnicity. Read [Culture, not colour, is the heart of Aboriginal identity](http://theconversation.com/culture-not-colour-is-the-heart-of-aboriginal-identity-30102) and discuss the way in which Aboriginal Australians identify themselves and discuss.Read [Teenagers in Japan](https://www.livestrong.com/article/1005263-teenagers-japan/)and compare and contrast how culture influences representations of identity. | Students construct sentences about themselves to create a basic self-introduction, showing interest in making new Japanese-speaking connections and friendships.Students demonstrate they can identify question words and the か particle for asking questions. They are able to pronounce the sentences with rising intonation on the end.Students express opinions about identity from a variety of perspectives and share their opinions with the class or learning groups in the class. They comment on the similarities and differences of teenagers across cultures. | Students share how people identify themselves and others in their own family background. |
| LJA4-5U* recognise and use features of the Japanese sound system, including pitch, accent, rhythm and intonation
 | **Greetings and salutations**Listen to [Japanese greeting song](https://www.youtube.com/watch?v=t9u_h3uiZxs) on YouTube.Read and repeat [lyrics](https://www.smule.com/song/fujitv-japanese-greeting-song-%E3%81%94-%E3%81%82%E3%81%84%E3%81%95%E3%81%A4-%E3%81%AE-%E3%81%86%E3%81%9F-karaoke-lyrics/4913196_4913196/arrangement) (note: open in Chrome) and discuss meanings as a class, along with formal and informal greetings. Students recall the vocabulary whilst listing greetings in books in *romaji* (*hiragana* optional).Drilling/revision activities:* flashcards, whiteboard activities (for example race games), stimulus pictures of different times of day to identify appropriate greeting
* online activities
	+ [Languages Online – Unit 1](https://www.education.vic.gov.au/languagesonline/japanese/topic_01/index.html)
	+ [Quizlet activities – Japanese greetings](https://quizlet.com/184365922/japanese-greetings-flash-cards/)
* listening activities
	+ as a class, or in learning groups, students complete the exercises to familiarise themselves with pronunciation and native speaker intonation, for example *Obento Deluxe 1* Unit 1 workbook page 6 exercise 7 or *iitomo 1* Unit 1.
 | Students repeat pronunciation and sing along with song.Students engage in discussion, recalling vocabulary and listing greeting words in books. Students then list the correct English translation for the vocabulary after constructing the list.Students are actively engaged in activities and able to correctly identify appropriate terms. Students are able to interact with each other to provide feedback and alternative options.Students are actively engaged in activities, self-assessing vocabulary they need to focus on. Students self-assess vocabulary whilst identifying areas they need to focus on. Students are able to identify appropriate terms to complete activities and share responses with class/group. | Students create their own greetings song.Variations may include further vocabulary for using around the school, for example しつれいします for more advanced students.Students teach their families or pets how to follow Japanese commands and video it to show to the class.Observe students’ participation and provide feedback as required.More advanced students research and create a video outlining the greetings, their origins and how they are used in Japan to share with the class. |
| LJA4-7U* understand elements of Japanese grammar, including the systematic nature of verb conjugation
 | **Where do you live?** Introduce sentence pattern for asking and answering where do you live? どこにすんでいますか。/Placeにすんでいます。Draw students’ attention to the use of に to indicate place/location. | Students construct sentences together about themselves to create a basic self-introduction and show interest in making new Japanese speaking connections and friendships. | Teacher provides feedback on pronunciation using the Japanese sound system.Teach suburb/town names in Japanese for your context. This is a good opportunity to introduce small amounts of *katakana* for writing foreign words. |
| LJA4-1C* interact with peers and known adults on topics of interest

LJA4-2C* locate information and identify gist in a range of spoken, written and digital texts

LJA4-8U* identify textual conventions of familiar spoken, written and multimodal texts
* recognise how Japanese influences and is influenced by factors such as technology, and other
* languages and cultures
 | **Age – numbers 1-20**Watch [Japanese number song](https://www.youtube.com/watch?v=zqNotzty3kE) on YouTube and repeat for pronunciation and memorisation.Play [Quizlet](https://quizlet.com/35503030/japanese-numbers-1-12-flash-cards/)/[Quizlet Live](https://quizlet.com/live) activities for Japanese numbers 1-12.Complete [Languages Online Units 3 and 4 – Numbers 1-20](https://www.education.vic.gov.au/languagesonline/japanese/japanese.htm).*Kanji* numbers 1-20.Students practise writing the numbers 1-10 in *kanji* with teacher instruction in books. Teach students how to create larger numbers using base 10 blocks to demonstrate place value in Hindu-Arabic and *kanji* systems. Students are introduced to Japanese *sudoku* puzzles with the video clip [Solving *Sudoku*](https://www.youtube.com/watch?v=1i-R75TPwRA) and complete *kanji sudoku* for *kanji* number recognition. Students can compete with other students in class or with students in other Japanese classes to find the *sudoku* master of their group.Teach how to ask and answer questions about age:なんさいですか。/ \_\_さいです。Students conduct a class survey and group themselves by age. Students listen to Japanese students introduce themselves and note relevant information, for example name, age where they live to build their capacity to understand more sustained communication. | Students confidently pronounce numbers 1-20 and apply them to other situations such as ages.Students write and read the *kanji* and recognise their matching English numbers and Japanese pronunciation.Students are actively engaged in learning activities, self-assessing for areas of progress and areas for development. | Observe students’ participation in activities and provide feedback and encouragement.Students self-assess progress. While playing [Quizlet Live](https://quizlet.com/live), check for students’ participation and progress.Evaluate student progress through the puzzles to identify any student struggling with the *kanji* numbers.Observe students’ participation in activities to identify areas of strength and needing development. |
| LJA4-4C* compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language

LJA4-6U* recognise and use *hiragana* and some *kanji*

LJA4-7U* understand elements of Japanese grammar, including the systematic nature of verb conjugation
 | **All about me** Students [research the development](https://www.nippon.com/en/features/h00043/) of Japanese *anime*/*manga* drawing styles.Students draw an *anime* face representing themselves in the middle of a page in their journals using *anime* video tutorials or print off instructions. [How to draw an *anime* girl face video tutorial](https://www.youtube.com/watch?v=IT-5w5_v1rI)[How to draw an](https://www.youtube.com/watch?v=_Kf7OwDH-5U) *[anime](https://www.youtube.com/watch?v=_Kf7OwDH-5U)* [boy face video tutorial](https://www.youtube.com/watch?v=_Kf7OwDH-5U)Students consider the ways they may describe their personal identity and information they would exchange when meeting a Japanese friend or exchange student for the first time. Students write basic sentences using the structures learnt in the introductions and meeting people section, with teacher guidance, about themselves around the *anime* pictures of themselves. This should include *hiragana* instead of *romaji* as it is able to be applied. Students examine each structure as it is written on the board, repeat for intonation and pronunciation. They then manipulate each structure to personalise for their own use.  | Students identify key aspects of *anime*/*manga* faces and discuss how *anime* drawing developed.Students are engaged in the activity and follow the *anime*/*manga* style of drawing faces to represent themselves.Students manipulate the example sentences to write basic sentences about themselves. They exchange words in the sentences to personalise them for their own situation. | Students share with a partner to check for accuracy to encourage peer assessment techniques.Students can do the task via Google Docs and the teacher provides feedback as they work.Move around the classroom and collect student journals to correct any errors the students made in these base structures so they are an accurate resource for future reference. |
| LJA4-1C* interact with peers and known adults on topics of interest

LJA4-3C* respond in English or Japanese to information and ideas in a variety of spoken, written and digital forms for specific contexts

LJA4-7U* understand elements of Japanese grammar, including the systematic nature of verb conjugation

LJA4-9U* understand how language use varies according to context and the relationship between participants
 | **Titles**Introduce the use of titles in Japanese and teach the correct usage of さん、くん、ちゃん、せんせい to show respect after people’s names.Students draw a friend/classmate on another page in their journal. They interview this friend in Japanese using all the questions learned to date to find out about them and create a profile page of their friend/classmate. | Students are actively engaged in the website activities, self-assessing for progress and areas needing development. | Students create and complete a class survey in Japanese to share information with each other, for example [SurveyMonkey](https://www.surveymonkey.com/dashboard/) or [Padlet](https://padlet.com/) (if the link does not open, right-click, copy and then paste it into your internet browser).To extend, students create more in-depth questions and interview a native speaker or the Japanese teacher and write a profile about them. |