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F–10 AUSTRALIAN CURRICULUM: japanese language support resource

Introduction

This Japanese Language resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Japanese. It is optional and includes illustrative examples of language and language use.

The resource provides suggestions for sequential development in 2 parts:

* Part 1 – language features and structures
* Part 2 – thematic contexts for language use.

Content in both parts is presented in 3 broad levels – beginner, intermediate and advanced – and is independent of the year bands and sequences in the curriculum, and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Japanese for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

About language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive. The 3 levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

About thematic contexts for language use

Part 2 provides examples of thematic contexts for language use. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students’ learning.

Part 1: Language features and structures

This part begins with ‘Conventions of sound system’ followed by features and structures organised in alphabetical order.

*Table 1*: Language features and structures

|  |
| --- |
| **Language features and structures** |
| Conventions of sound system | **Beginner** | **Intermediate** | **Advanced** |
| basic sounds and pronunciation * 5 vowel sounds plus consonants
* *gojuon* – pronunication, copy the rhythm, sounds and intonation
* borrowed words and sounds
* limitations of sounds
* basic concept of mora (basic unit of sound)
 | pronunciation, intonation, rhythm, mora* pitch, rhythm and intonation
* pronunciation of voiced and unvoiced forms, combined sounds and double consonants
* long vowel sounds
* basic intonation patterns – recognition between question or statement
* basic interjections
* pronounciation of a range of borrowed words
* pronunciation of particles ‘*wa*’ for は, ‘*e*’ for へ, ‘*o/wo*’ for を
* mora (unit of length to pronounce syllable/beat)
 | intonation, phrasing patterns, accent, etc.* intonation, accent and phrasing patterns, for example, syllable stress, 日本 (*niHON*) (Japan), 二本 (*NIhon*) (two long cylindrical items)
* appropriate pauses in sentence to allow for あいづち
* rising intonation when asking questions in plain form or volitional form ましょう
* pronounciation of familiar and unfamiliar borrowed words in katakana
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Adjectives | common い and な adjectives * おいしい、たのしい、むずかしい、きれい、しずか, etc.
* noun + adjective, for example, いぬはかわいい（です）。
 | い and な adjectives* noun + adjective, for example, ケーキはおいしい（です）。
* adjective + noun, for example, たのしい人（です）, かんたんなしゅくだい（です）。
 | negative form of い and な adjectives* くない・じゃないfor example, たのしくない, かんたんじゃない
* past tenseくなかった・じゃなかったfor example, たのしくなかった,　 かんたんじゃなかった
* exceptions to the rule, for example, いい, よくない, よくなかった
 |
|  | joining い and な adjectives* くて・で, for example, たのしくて、おもしろいです。, きれいでおもしろいです。
 | joining multiple い and な adjectives* くて・で, for example, 友だちはしずかで、やさしくて、おかしい人です。
 |
| adjectival exclamations* おいしい！、かわいい！、あぶない！
 | express reason with adjective* から, for example, ケーキがおいしいからたべたいです。
 | express reason or cause with adjective* から・ので・だから・なので, for example, このパンがおいしいから食べてみてください。, タクシーはたかいのでのらない。, 電車は安くてべんりなのでのりましょう。
 |
| likes and dislikes * … すきです。
* …すきじゃないです。
 | likes/favourites* 好きな・大好きな・一ばん好きな, for example, 一ばん好きなスポーツはネットボールです。
 | negative form and negative past tense likes and dislikes before nouns* すきじゃない・すきじゃなかった, for example, こどもの時好きじゃなかったやさいはにんじんでした。
 |
| present tense い and な adjectives* noun + adjective です, for example, 犬はかわいいです。, へやはしずかです。
 | past tense polite い and なadjectives* かった・でした, for example, たのしかった。, きれいでした。, テストはかんたんでした。
 | past tense plain form い and な adjectives* だった・かった, for example, としょかんはしずかだった。
 |
| Adverbs | basic adverbs * とても、すこし、たくさん、ちょっと, for example, とてもさむいですね。, ちょっとたかいです。
 | adverbs to express degree/amount including use with negative verb* あまり、ぜんぜん , for example, にくをあまり食べません。, ぜんぜんわかりません。
 | adverbs of manner and level of certainty* いっしょうけんめい、ゆっくり、たいへん、たぶん, for example, 私はいっしょうけんめい日本語を勉強しています。
 |
|  | common adverbs of frequency * いつも、ときどき、よく、まい日、まいしゅう, for example, やさいをいつもたべます。
 | adverbs of frequency* たいてい、たまに、毎年 , for example, 私はたまにりょうりをします。
 |
|  | adverbial form of adjectives* for recognition and/or modelled use: ～に, for example, しずかにしてください。
 | adverbial form of adjectives* ～く・ ～に, for example, 早く行きます。, としょかんでしずかに勉強してください。, メーリさんはかわいくわらう。
 |
| *Aizuchi* and interjections | basic interjections* はい 、いいえ 、ええ、うん、そう、すごい、へえ ？
 | *aizuchi** うそ、ええと 、あのう 、そうですか／そうですね、じゃあ 、本当（に）？、あれ？
 | wider range of *aizuchi* with appropriate language and pauses* なるほどね、本当ですか、えっ 、あっ！ 、そうっか、こら！、マジで？
 |
| Comparatives and superlatives | expressing degree* 一ばん, for example, これは一ばんおいしい
 | comparatives* のほうが好き・(greater thing) の方が好き/adjectiveです。for example, ねこがすきですか。, いぬのほうがかわいいです。
 | comparatives and superlatives* よりの方が ・(lesser thing) + より (greater thing) + ほうが, for example, ピザよりパスタの方が好き／いい／adjectiveです。, ぎんの方がきんよりやすいです。
 |
| Conjunctions and cohesive devices  | frequently used conjunctions * そして、でも、こんど

　 | conjunctions and fillers* それから、さいしょ、つぎ、さいご、そのあと、が、から・だから
 | conjunctions and cohesive devices* まず、しかし、ので、けど・けれど、あと、なので、それで、それに、しかし
 |
| Formulaic language and expressions  | within the classroom context* ありがとう（ございます）。
* はじめまして。どうぞよろしく。
* どうぞ。(receive with two hands)
* どういたしまして。
* おげんきですか。げんきです。
* すみません。 (bow)
* ごめんなさい。 (bow)
* がんばって！
* いただきます。(hands together)
* ごちそうさま（でした）。
* (よろしく）おねがいします。 (bow)
* たんじょうびおめでとう！
* やった！
 | around the school, with peers and at home* 行ってきます・いってらっしゃい。
* ただいま・おかえりなさい。
* がんばりましょう！
* よくできた・よくできました。
* だいじょうぶです。
* がんばってください！
* たいへんです。
* ざんねんです。
* きをつけて。
* いいえ・まだまだです(deflect a compliment)
* しつれいします。(bow when entering classroom)
 | at school, work and in the community* どうもありがとうございました。
* おつかれさまでした。
* もう少しがんばってください。
* use of honorific formulaic expressions
* どうぞよろしくお願いいたします。
* もういちどおねがいします。
* おさきにどうぞ。 (allow someone to go first)
* お元気で。
* とんでもないです。 (not at all)
 |
| Hiragana | basic hiragana and stroke order* 46 hiragana
* simple hiragana words
* familiar mnemonic devices
* characteristics and appearance of hiragana
* stroke order awareness
* combinations of hiragana to form simple words
* use of kana charts as a tool to support learning
* *furigana* and *rōmaji* to access script
 | wider range of hiragana and functions* consonants plus vowel and exceptions: し, ち, つ, ん
* voiced sounds
* smallゃゅょ
* smallっ
* long vowel
* punctuation 。、「」
* hiragana sentences
* differences between printed and handwritten hiragana styles
* *romaji* as the method of input for typing script
* basic げんこうようしuse and rules, for example, one square for 、and 。and for small characters
 | all hiragana elements * *okurigana* kana suffixes following kanji stems
* additional usage of hiragana (*furigana*, Japanese words which are not normally written with kanji, signs, anime, etc.)
* げんこうようしconventions: character position and size, paragraphs, text types, quotation marks, spacing, kana rules and placement of punctuation, etc.
 |
| Honorific affixes | suffixes* くん、ちゃん、さん、せんせい
* omission of honorific when referring to self
 | suffixes and plural suffixes* さま、私たち
 | honorific titles in wider contexts* for example, workplace, school, かちょう、こうちょうconcepts of せんぱい、こうはい
 |
| basic honorific prefix* おなまえ
 | honorific prefix お* お母さん、おはし、おすし, etc.
 | honorific prefixes お and ご* ごかぞく、おしごと、お茶, etc.
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Interrogatives  | basic interrogatives* なに、なん、どこ、どう、だれ、どうして、いつ
 | additional interrogatives* どうやって、どのぐらい、どなた、どなたの、いくら、どんな
 | wider range of interrogatives * いかが、どのくらい、だれに、だれと、いくつ、なぜ
 |
| Kanji | basic kanji features, high frequency characters* high frequency kanji appropriate to context and content, for example, numbers, 一　十, nature, 木、日、月、川、 火, days of week, age, 才, months, 一月, common nouns, 日本、 人、犬、白
* kanji features: represents meaning and sound, origin from China, formed by strokes, pictographic
 | additional kanji and stroke order * read and write familiar kanji appropriate to context, for example, common verbs, 聞、見、行, numbers, 百、千、万, dates, days, time, 時、 間、半, adjectives, 好、大、小, prepositions, 下、上, family members, 母、父
* basic stroke order
* basic kanji compounds, for example, 日本人、 今日、大好
* pronunciation changes for familiar kanji, for example, 母 vs お母さん
 | wide range of kanji and compounds* verbs, for example, 食、 読、 話、買、来、nouns,　左、右、先生、adjectives, 早、安
* kanji compounds 勉強、外国、学校、日本語
* pronunciation changes according to kanji compounds
* *onyomi, kunyomi*
* stroke order and direction
* radicals
* use in conjunction with hiragana and katakana in texts
* *okurigana*
* knowledge of kanji to predict meaning
 |

|  |  |  |  |
| --- | --- | --- | --- |
| Katakana | katakana recognition, use and characteristics* origin and use of katakana
* recognise single characters and common loan words within context
* trace and copy katakana and write names in katakana
* difference/similarities between hiragana and katakana
* examples of Japanese words and phrases that have been borrowed from other languages, for example, ピンク、テレビ、パン
* for recognition and/or modelled use: onomatopoeia such as animal noises　ワンワン、ニャーニャー、コケコッコー, etc.
 | katakana reading and writing* predict spelling of familiar borrowed words using katakana
* read and write katakana including:
* voiced sounds
* small ヤ、ユ、ヨ
* small　ツ
* long vowels (ー)
* use of both hiragana and katakana in texts
* recognition of katakana used for onomatopoeiaニコニコ、ゴロゴロ
 | wide range of katakana words and functions * familiar and unfamiliar spelling and reading of words in katakana, for example, people, product and place names
* use of katakana for onomatopoeia, for example, animal noises, feelings, sounds of nature, sounds of people, sound effects, etc. ブーブー、ドキドキ、キャア、イヤア
 |
| Nouns | state of being (formal)* noun です, for example, あめです。
* for recognition and/or modelled use: nounでした
 | plain present and formal past * noun だ・*nou*n でした, for example, あめだ。
 | plain form nouns* noun だ・noun だった, for example, 雨だった。
 |
| noun negation* じゃないです。, for example, せんせいじゃないです。
 | present and past noun negation* じゃない・ じゃありません・じゃなかった, for example, せいとじゃありません。
 | formal and informal present and past noun negation alternative* ではない・ではなかったinformal ・ではないですpolite (colloquial)
* ではありません・ではありませんでした polite
 |
|  | noun modifier* の, for example, びょうきの人
 | relative clause to modify noun* for recognition and/or modelled use, for example,赤いズボンをきている人はボブです。
 |
|  |  | noun + reason* だから・なので, for example, 休みだから学校に行かない。, 生徒なのでたくさんべんきょうします。
 |
|  |  | collective noun　* 々, for example, 人々, etc.
 |
| Numbers, counting and classifiers | Japanese numerical place order* 一、十、百
 | Japanese numerical place order* 一、十、百、千、万
 | ordinal numbers* 一回目、二回目
 |
| kanji numbers and counting* 1–100,一から百
* unlucky numbers, 四、九
 | additional numbers* 千、万, for example, 一万五百
 | larger numbers and combinations* 十万、百万, for example, 十万二百二十二
 |
| simple counters* 人、さい、月、日、円、ドル
* people, for example, ひとり、ふたり
 | general counters* 一つ、二つ, for example, りんごを三つください。, ミカンを四つ食べた。
* days of the month, for example, ついたち、ふつか、みっか, etc.
 | wide range of counters and conventions　* こ、本、まい、だい、匹、かい, for example, ５匹の犬をかっています。
* *gairaigo* counters, for example, ワンセット
* euphonic changes, for example, *roku + hiki → roppiki*, *ichi + ko → ikko*
 |
| time – hour and half hour* じ、はん, for example, 一じはんです。
 | time* 時、半、間、分、秒、分前, etc, for example, 一時十分、１５分前
 | time clauses* 前、後、あいだ、かん、時, for example, 一時間かかる。, 小学生の時、 かいがいりょこうしました。, ねる前にはをみがきます。, 先生が話している間、聞いてください。
 |
| Japanese currency* １円、５円、５０円、１００円、５００円、１０００円、５０００円、１０，０００円
 | money combinations * 万円, for example, １５，２００円
 | large currency amounts * 十万円、　百万円, for example, １００，５６７円
 |
| Particles | は* subject, for example, わたしは日本人です。
 | は* contrast, for example, こんどはまけません。
 |  |
| が * object, for example, いぬがすきです。
 | が * to express abilities, for example, 日本語ができます。
* が あります／います to refer to inanimate/animate objects
 | が* to express ‘but’, for example, たくさん勉強しましたが、しっぱいした。
 |
| を* direct object, for example, すしをたべます。
 | を* to express direction, for example, みちをまっすぐ行ってください。
 | を* with greetings, for example, 良いお年を！
 |
| に* position/location, for example, かばんにあります。
* destination (to), for example, がっこうにいきます。
 | に* make decisions, for example, すしにします。
* indirect object, for example, お母さんにきいてくだい。
* point in time (at, in), for example, ３時に
 | に* purpose, for example, あそびに行きます。
 |
| へ* direction/towards, for example, 日本へいきます。
 | へ* to, dear, giving, for example, ‘dear’ someone in a letter/email
 | へ* to, for example, 私の学校へようこそ！
 |
|  | より* from, for example, from person in a letter/email ケンより
 | より* to compare, for example, りんごよりオレンジが好き。
 |
| で* by means of (transport), for example, でんしゃでいきます。
* context where action is performed, for example, レストランでラーメンをたべます。
 | で* by means of (a tool), for example, ハサミできります。
* in/at, for example, えいごでせつめいしてください。
 | で* and with nouns and な adjectives, for example, 私の犬は元気でかわいいです。
 |
| の* possessive, for example, わたしの本です。
 | の* locational, for example, テーブルの上にあります。
* noun modifier, for example, 日本語の本
 | の* show relationship to another, for example, 姉のリサです。
* as an explanation, for example, むずかしいのです。
 |
| か* question marker, for example, にほんごがすきですか。
 | か* alternative/or, for example, オレンジかりんご
 | か* question words, for example, だれか、何か、いつか、どこか
 |
|  | よ* emphasising/exclaiming, for example, おいしいですよ。
 | よね* seeking agreement, for example, そのえいがはおもしろいよね。
 |
|  | や* links (and, etc.), for example, ぺんやえんぴつをかいます。
 |  |
| ね* tag question (isn’t it?), for example, あついですね。
 |  |  |
| と* linking nouns (and), for example, すしとピザがすきです。
* with, for example, おとうさんといきます。
 |  |  |
| も* also, for example, わたしもいきます。
 | も* add emphasis, for example, 一万円ももらった。
 | も* inclusive words, for example, だれも、何も、いつも、どこも、どれも
 |
|  |  | とか* etc., for example, ミルクとか買うつもりです。
 |
|  |  | でも* words for ‘any’, for example, だれでも、何でも、いつでも、どこでも、どれでも
 |
| から* from, for example, イギリスからきました。
 | から … まで* from … to, for example, 学校からいえまであるきます。, 一時から２時までひるねをします。
 | から* after, for example, 勉強してから、テレビを見ます。
 |
| Prepositions | simple prepositions* location, 上、下、となり、中, for example, かばんの中、つくえの上
 | common prepositions in sentences* location of inanimate and animate objects, 右、 左、となり、 そば、よこ、外、前、うしろ, for example, わたしの左に先生がいます。, きょうしつのとなりにばいてんがあります。
* cardinal direction, きた、ひがし、みなみ、にし
 | prepositions in compound sentences* directions, location, 近く、まわり、あいだ、はんたいがわ、まっすぐ、まがる, for example, えきはどこですか。, えきはちかくにある。ここからまっすぐに行って、左にまがる。
 |
| Pronouns | basic first person pronouns* わたし・ぼく
 | pronouns* 私、ぼく、この人
* avoid ‘you’ あなた and use a person’s name instead
 | personal pronouns * express self and others おれ、ぼく、私
* third person pronouns かれ、かのじょ
* drop pronoun/subject 私
* de-emphasise personal pronouns
* reflexive pronoun 自分
 |
| basic demonstrative pronouns* KO-SO-A, これ、それ、あれ, この、その、あの + noun, for example, このねこがかわいいですね。, これは何ですか。それはくまです。, これはわたしののかばんです。
 | demonstrative pronouns* KO-SO-A (in reference from the point of view of the speaker, location and distance), これ、それ、あれ, この、その、あの + noun, for example, それはあなたのかばんですか。はい、あのかばんは私のです。
* ここ、そこ、あそこ, for example, えきはどこですか？あそこです。
 | wider range of demonstrative pronouns* KO-SO-A-DO (in reference from the point of view of the speaker, location and distance), これ、それ、あれ
* この、その、あの + noun, for example, それはあなたのかばんですか。はい、あのかばんは私のです。
* ここ、そこ、あそこ, for example, えきはどこですか？あそこです。
 |
| Syntax and word order  | word order in short sentences * copula です, for example, AはBです
* subject+object+verb, for example, わたしはテレビをみます。
 | compound sentences with range of particles * subject-time-with-object/place-verb, for example, 私は土よう日に友だちとかいものに行きました。
 | complex compound sentences, particle placement * transport-with-location-time-object/place-verb, etc., for example, いつも、電車で友だちと学校の後で４時半から６時までじゅくに行く。
 |
| Verbs and verb conjugation | common present tense positive verbs (formal)* ます form, for example, います, あります, いきます, たべます, します, のみます, for example, がっこうにいきます。
 | wider range of present tense and irregular verbs * irregular verbsします、きます, for example, べんきょうします、りょうりします、かきます、ねます、あそびます, etc.
* for recognition – plain form verbs in texts and dictionary
 | plain present tense form of verbs* Group 1: *iru/eru* verbs – verbs that end in *iru* いるand *eru*える-, for example, 見る, 食べる
* Group 2: verbs that end with syllables く, ぐ, す, む, ぬ, ぶ, う, つ, or る
* Group 3: irregular する, くる
 |
| negation* ません, for example, たべません。
 | negation present * ません, for example, 学校に行きません。
 | plain form negation　* ない, for example, なっとうを食べない。
* irregular しない、こない。
 |
|  |  | plain form verb ＋つもりです* intend to, for example, 大学に入って日本語を勉強するつもりです。
 |
|  |  | plain form verb ＋ ことができます* can, able to do, for example, 私は日本語を話すことができる。
 |
|  |  | plain form verb ＋ と思います・と思う* I think, for example, 今日はごごから雨がふると思います。
 |
| basic past tense formal* ました, for example, いきました、たべました、etc.
 | past tense formal * ました, for example, みました、しました, etc.
 | past tense plain form * た・だ, for example, 会った, 来た, のんだ
 |
|  |  | present and past tense cause and reason * pf+ から・ので, for example, さいふをわすれたのでお金をかしてください。, 今日テストがあったから、今はちょっとつかれた。
 |
|  |  | た form ことがあります* have you…, for example, 日本に行ったことがありますか。はい、きょねん行ったことがあります。
 |
|  |  | た form 〜たり〜たりする* do such things as A and B, for example, 今日はしゅくだいをしたり、へやのそうじをしたりして、いそがしいです。
 |
|  |  | た form あと（で）* express when (after) you do something, for example, わたしはお母さんが仕事に行ったあとでおきました。
 |
|  | past tense negation * ませんでした, for example, かいものに行きませんでした。
 | past tense negative plain form* なかった, for example, 食べなかった, 買わなかった, 来なかった
 |
| suggesting* か, for example, パーティーにいきますか。はい、いきます。
 |  polite volitional form, ‘let’s’* ましょう, for example, べんきょうしましょう。
 | volitional plain form* ょう, for example, 私とコンサートに行こうか。はい、いっしょに行きましょう。
* would you like to … ませんか, for example, いっしょに食べませんか?
 |
|  | conjugation of verb base/stem* express what you want to do: base＋ たいです, for example, うみに行きたいです。
 | conjugation of verb base/stem* wishes or aspirations: base ＋ たいと思います, for example, 日本にりょこうしたいと思います。
 |
|  |  | base ＋ やすい・にくい* hard to, easy to, for example, 食べやすい肉です。, 食べにくい肉です。
 |
|  |  | base + に* indicate purpose, for example, およぎに行きます。
 |
|  |  | base + ながら* indicate simultaneous actions, for example, 勉強しながら食べます。
 |
| て form verb* recognition in classroom formulaic language, for example, たって、すわって、きいて, etc.
 | て form verb* for recognition and/or modelled use: て form patterns, for example, しずかにして！, トイレに行ってもいいですか。, たって、きいて、すわって, etc.
 | て form verb* from ます form:
* - い、ち、り-　って
* - び、み、に-　んで
* - き-　いで
* - ぎ-　いで
* - します-　して
* - きます-　きて
* - いきます-　いって
 |
|  |  | connecting verb sentences * て form, for example, ばんごはんを食べて、しゅくだいをします。
 |
|  |  | て form はいけません・はだめです* express prohibition, for example, たばこをすってはいけません。, おさけをのんではだめです。
 |
|  |  | て form います・いる* present continuous, for example, べんきょうしています。
 |
|  |  | て form もいい・いい* seek permission, for example, まどをあけてもいいですか。, となり、すわっていい？
 |

Part 2: Thematic contexts for language use

Thematic contexts representing perspectives that shape the students’ world are suggested in Table 2.

Table 2: Thematic contexts for language use

|  |
| --- |
| **Thematic contexts** |
| **Self and others** | **Self and community** | **Personal and global environments** |
| **Beginner** | **Intermediate** | **Advanced** |
| My personal world* introducing self, for example, わたしはケイトです。～才です。～ねんせいです。
* identifying family members and/or important people and relationships, for example, お母さん、お父さん、おねえさん
* talking about likes and dislikes such as animals, food, sport, activities, for example, ねこがすきです。 へびがすきじゃないです。
* describing pets by colour and size, 犬はちゃいろです。そして、大きいです。
* discussing health and wellbeing, for example, おげんきですか。すこしびょうきです。body part がいたいです。
 | Myself and others* describing physical self and personality, for example, 私の目はあおです。そして、かみはちゃいろです。にぎやかな人です。
* introducing family and important people, or friends, for example, こちらはお母さんです。ときどききびしいです。
* providing information about self, family, friends, for example, シドニーにすんでいます。母はネパールからきました。
* talking about extended generational families
* describing things I do with my friends, for example, 友だちとカラオケによく行きます。
* qualifying likes/dislikes, preferences such as movies, video games, music, reading, for example, こわいえいがが一ばんすきです。
 | **Understanding myself and others*** discussing emotions, feelings beliefs, opinions, for example, それはあまり良くないと思います。
* justifying likes and dislikes, for example, かんじがとてもおもしろいと思うので、日本語が好きです。
* justifying preferences: healthy lifestyle, training, studying, social, environmental issues, etc., for example, かんきょうのためにビニールぶくろを使わない方がいいですよ。
* discussing relationships between young people living in Australia and Japan
* explaining relationships – the importance of friendship
* responding to local and global activities, events and issues
* reflecting on the past, for example, my important memories in school
* reflecting on influences that shaped me
* discussing using social media – how social media can influence interactions, relationships/leisure time
* considering what others do in their free time
* analysing cultural attitudes to leisure time versus work
 |
| This is me* discussing what makes me who I am – my language, my culture, my background, my country, for example, お母さんはかんこく人です。お父さんはイギリス人です。でもわたしはオーストラリア人です。
* noticing or discussing diversity of languages and cultures in the classroom, for example, creating a poster to show language and/or cultural background of students
* describing my identity, my family and important people and friends (could link with Harmony Day in March)
 | My language, my culture* talking about the multicultural nature of Australia
* discussing the influence of customs and traditions
* comparing ways of life in different parts of Japan, for example, comparing Okinawa and Hokkaido and relating ways of life to geography and its influence on language and culture
* becoming aware of textbook Japanese versus modern day Japanese (street Japanese/slang), for example, まじ、やばい、うまい
* researching First Nations People of Japan and the language, culture and history
 | Living in the 21st century* sharing opinions and experiences about language and culture, for example, 日本語を話す時、もっとていねいになります。
* living in a multicultural society
* comparing a past Japanese era to now, for example, Edo period; studying globalisation and its influence on language, culture and traditions
* identifying industries exporting and importing Australian and Japanese goods
* identifying Japanese speaking countries, variations in Japanese dialects and slang
 |
| My classroom * using greetings, for example, formal greetings with teachers; informal greetings with peers
* responding to roll call, for example, はい、います。
* describing feelings, for example, げんきです。かなしいです。おこっています。
* responding to classroom instructions, for example, たってください、みてください。
* discussing weather and days/dates, for example, きょうははれです。
* asking for permission, assistance, clarification, etc., for example, すみません、わかりません
* identifying classroom, objects, for example, けしゴム、ペン、本
* comparing my classroom and a typical Japanese classroom, for example, layout, cleaning time, technology, break times, school lunches, etc.
 | Class and school environment* interacting with teachers and peers using classroom etiquette, for example, トイレに行ってもいいですか。、しつれいします。
* responding to roll call きりつ、 れい、ちゃくせき
* expressing school rules
* describing the classroom
* describing the class and school timetables, routines and activities, for example, 月よう日の１０時にすうがくをべんきょうします。, 一ばん好きななかもくは日本語です。
* discussing similarities and differences between attending school in Australia and Japan, for example, 日本の学校でぶかつどうがあります。でも、オーストラリアではありません。スポーツクラブがあります。
* making comparisons regarding the beginning and end of academic year, uniforms, holiday breaks, long summer break, cram school
* discussing classroom expectations, for example, cleaning time and school lunches
 | School life in Japan and Australian contexts* describing and discussing Japanese and Australian education systems and school life, for example, じゅく、じゅけん, おそうじ時間、クラブ、かもく、ルール、時間わり、きゅうしょく、テスト、せいふく
* analysing differences in Japan among various levels and types of schools; school and university entrance exams
* comparing the choice of subjects, assessments and examinations, graduation,
* discussing careers in the future
* sharing thoughts about what I plan to be/do in the future しょうらいに何をするよていですか。
* considering employment opportunities – exploring job opportunities in Japan, and Japanese-language related job possibilities in Australia and other countries
 |
| Where I call home* describing my house(s)/my home(s)
* labelling rooms and furniture, including uniquely Japanese furniture and features, for example, しょうじ、コタツ、ふとん、げんかん
* talking about my favourite place/room at home
* describing local places in my neighbourhood, for example, こうえんがあります。そして、ぱんやさんがあります。
* identifying places around my neighbourhood and suburb or city, for example, うみ、山、川、まち、こうえん、みせ (natural and made features)
 | My neighbourhood and community* describing where I live, my community and activities, for example, シドニーにすんでいます。大きいはしがあります。
* comparing different types of accommodation and housing in Australia and Japan, for example, living in a マンション and a house in Australia, and considering positive and negative aspects of both, for example, マンションがせまいですが、べんりです。
* describing rooms and activities, for example,　だいどころでりょうりをします。
* talking about neighbourhood facilities, school, shops, parks, for example, コンビニ、ゆうびんきょく、ガソリンスタンド
* comparing Australian and Japanese types of residences found in the city or country, and the use of space
* discussing how geographical location impacts lifestyles, for example, mountain or the coast compared with city living
* describing an ideal home and place to live, for example, マンションに住みたいです。えきにちかいほうがべんりです。
* using *furoshiki* – revival for sustainability
* discussing *mottainai*, recycling, rubbish sorting, circular fashion
 | My home, my neighbourhood, my world* designing the ideal suburb/city, for example, 私は住みたいところはたくさんのこうえんがあって、毎日さんぽができます。
* comparing facilities and transport in Australia and Japan, for example, 電車がたくさんあるので、東京に住んでいる人は車にあまりのりません。
* comparing traditional Japan and modern living arrangements in Japan and 町 (city) and いなか (rural) living
* studying environmental issues and attitudes towards sustainability, for example, building flood and earthquake resistant Japanese housing
* considering personal and social actions, for example, saving water, reduce, reuse, recycle, sustainable living, reducing carbon footprint, volunteering, zero waste movement
 |
| Let’s eat * identifying familiar Japanese food in Australia and food introduced into the Australian diet from Japan such as *sushi, udon, nori,* green tea
* recognising that Australian cuisine has been influenced by many different countries
* discussing favourite foods and popular dishes in Japan
* using modelled structured expressions about likes and dislikes regarding food, for example, すしがすきです。でも、うどんがすきじゃないです。
* participating in simulated buying and ordering food using Japanese currency/language, for example, item をください、どうぞ、ありがとうございます
* play-acting simulated eating and enjoying food, for example, using chopsticks, おいしいね！
* using cultural expressions before and after eating, for example, いただきます・ごちそうさま
 | Eating in/eating out * participating in real or simulated shopping
* using appropriate measurements, currency, numbers, collective numbers, quantity, shopping lists
* ordering, buying and negotiating food, for example, いくらですか。五千円です。ちょっとたかいです…
* comparing products available in a Japanese supermarket to an Australian supermarket
* creating or following recipes and selecting ingredients
* planning a real or imagined event, inviting guests and making budgets
* planning a real or imagined outing to a Japanese restaurant, organising transport and providing/following directions
* following dining etiquette
* identifying influences from other cuisines on Japanese foods （ようしょく）, for example, パン、スパゲッティー、クレープ、ハンバーガー
* comparing Japanese and Australian diets and approaches to food and food culture, for example, お茶、ごはん、なっとう、のり、みそ、すし
 | International food habits and trends* discussing healthy/unhealthy eating ファーストフード
* giving and receiving advice about health and wellbeing, for example, この食べ物はけんこうにいいですか。, ファーストフードを食べない方がいいですね。, やさいを食べた方がいいです。, おかしよりやさいの方がヘルシーだと思います。
* examining food trends and dietary patterns and habits, for example, the impact of the intake of seaweed, green tea, soybean and fermented products on health and longevity
* researching issues related to food and diet, for example, obesity and the popularity of junk/fast food
* presenting information about fusion food
* researching supermarkets that promote and sell Japanese products and produce
* identifying Japanese inspired food in Australia and vice versa
* investigating and discussing how supermarkets are changing traditional shopping habits
* eating according to seasons in Japan, for example, seasonal fruits and vegetables
* researching regional specialities such as たこやき、はかたラーメン、きびだんご and festival food such as かき氷 in summer and やきいも in late Autumn
 |
| Australia and Japan* comparing geography, for example, comparing size and number of islands, population, etc.
* identifying Japanese speaking countries
* learning about icons, symbols, national anthems and emblems, きみがよ
* exploring Australia-Japan relations, tourism, travel, etc., including popular destinations in Australia for Japanese tourists, for example, シドニー and popular destinations in Japan for Australian tourists, for example, ニセコ and きょうと
 | Australian/Japanese influences* researching landmarks such as ふじ山
* understanding ‘state’ and ‘*ken*’ in regions and states
* exploring cultural artefacts, for example, musical instruments, arts, clothing
* learning about natural disasters, for example, 2011 earthquake and tsunami
* researching significant or historic events and people, for example, World War II and Hiroshima and Nagasaki bombings, Sadako Sasaki
 | Australian/Japanese connections and relations* describing immigration and travel
* studying historical migration and settlement, for example, pearl farmers in Darwin and the community today
* researching trade and economic ties
* planning and talking about student exchange programs and school trips りゅう学
* exchanging stories of family members and migration
 |
| Let’s celebrate!* learning about festivals and celebratory events, for example, おぼん、子どもの日、おしょう月、たんじょう日
* associating decorations and traditional activities with festivals and celebratory events, for example, New Year decorations, cleaning the house and shrine visits
* identifying special cuisine, for example, おせちりょうり
* reading or listening to stories and mythology associated with celebrations and festivals, for example, *Setsubun* and *Tanabata*
* talking about ways that Japanese people celebrate birthdays and coming of age
* identifying celebrations, national holidays and festivals that take place in Australia
 | Celebrating my culture and tradition* describing how people celebrate and the cultural/historical reasons and different ways to celebrate
* researching the origin and purpose of celebrations and festivals such as ゆきまつり、はなみ、お月見
* learning expressions associated with special holidays, for example, よいお年を、あけましておめでとうございます
* identifying festival food and customs
* participating in a real or imagined festival and/or a school festival
 | The significance of celebrations and festivals * comparing different ways of acknowledging and celebrating events, holidays and special dates, around the world, for example, お正月・クリスマス．ハロウィーン
* discussing Japanese festivals and seasonal activities/customs
* examining the cultural significance associated with celebrations/festivals, for example, Easter, New Year, Christmas, coming of age and Valentine’s Day
* studying the importance of celebrations and festivals for local communities, for example, local まつりat the neighbourhood shrine
 |
| Let’s explore where we live* talking about favourite places and activities they offer
* knowing forms of transport, for example, しんかんせん、でんしゃ、くるま
* purchasing tickets or travel cards
* talking about how to reach a destination, for example, どうやっていきますか。でんしゃでいきます。
* understanding the value of currency, for example,１００円 is approximately AUD
 | Holidays/travelling* identifying places and countries to visit
* planning itineraries, travel and preparations – my trip to Japan
* using shopping language, for example, いくらですか。～おねがいします。
* talking about climate and seasons and choosing season-related travel activities, for example, はるなので、はなみをしましょう。
* packing luggage – considering clothes to suit a variety of activities and for different weather
* getting around – reading maps, timetables, giving and receiving directions and locating places, for example, みぎにまがってください。
* talking about my real or imaginary last holiday, including place, activities, etc.
* outlining my plan for my next holiday
* comparing attitudes and travel patterns in Australia and Japan
 | A trip to Japan* organising a real or imagined trip to tourist spots, historical sites, recommended places, within a given budget
* asking for help when getting lost
* describing my ideal holiday/my dream holiday
* choosing souvenirs made in Japan (quality, style, innovation, aesthetics, the arts, architecture)
* evaluating a holiday and what they would do differently and why
* experiencing customs and traditions, and discussing things that were surprising
* talking about a real or imagined exchange student or homestay experience
* describing landmarks in Japan and Australia
* discussing longer term Japanese study exchange programs and possibilities, for example, 二十才になって、日本の大学でべんきょうしたいです。一年間日本に住むよていです。
 |
| How I pass my time* sharing information about activities, hobbies and pastimes
* talking about sports, for example, traditional sports, からて、けんどう and modern sports, テニス、バスケットボール
 | Recreation, routines and responsibilities* discussing activities, chores, hobbies and sports, for example, まいしゅうの月よう日にテニスをします。日よう日のあさにかぞくといえのそうじをします。
* talking about Japanese clubs and cram schools, including dates, time and activities, for example, まいしゅうの月よう日じゅくに行きます。
* describing routines, such as a day at home or at school, for example, 七時におきます。そして７時半にあさごはんを食べます, etc.
* talking about what I do/did this weekend, for example, しゅうまつにサッカーをしました。
* sharing employment dreams and future occupations, for example, 先生になりたいです。
 | Reflecting on the past and planning for the future* discussing my plans for the end of the year, for example, 日本語をもっと上手になりたいので、日本でりゅうがくをしたいと思います。
* talking about future plans and social responsibilities using expressions such as大学に行くよていです。
* considering career aspirations, for example, 日本語の先生になりたいと思います。
* アルバイト
* expressing wishes, dreams, desires, aspirations, for example, りょこうが好きだから、しょうらいパイロットになりたいです。
* considering employment opportunities –exploring job opportunities in Japan, and Japanese-language related job possibilities in Australia and other countries
 |