

# Year 7 Japanese : Unit 1 Self Introduction

## Achievement Standard:

By the end of Year 8, students interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds. They use gestures and formulaic expressions appropriately, for example, おくれてすみません。しつれいします。AS1. They comprehend and respond to familiar questions, such as だれ、何なに、どこ、いつ、何なんよう日び、どんな、AS2 and instructions, such as たってください。三人のグループになってください。AS3 using rehearsed and some spontaneous language. They ask for assistance and clarification, for example, ~は何ですか。十四ページですね。AS4. They pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation. They read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs, such as 人、先生せんせい、日本にほん、大おおきい、小ちいさい、友ともだち、行いきます、食たべます AS5. Students identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities. They use non-verbal, visual and contextual cues to assist in making meaning. Students use rehearsed language related to their personal world to convey information in both written and spoken texts. They produce short sentences involving nouns, verbs (for example, 何をしますか。ゲームをします。AS6), common counter classifiers (for example, ~人、~ひき、~さいAS7), and adjective, noun and verb predicates. They apply correct stroke order to all characters, and use appropriate punctuation and textual features in texts such as captions, greeting cards, profiles, emails or timelines AS8. They structure sentences using correct word order, and link information using conjunctions such as そして and それから AS9. They translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English, for example, はじめまして、どうぞよろしく。AS10. They adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address AS11, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact AS12.

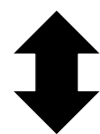
Students recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words AS13. They use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature. They know that hiragana and katakana are pronounced identically and that the pronunciation of borrowed words is determined by the Japanese sound system. Students understand and apply grammatical concepts such as the use of particles, for example, の、へ、に、で、と、も、が、は、を、か、よ、AS14 and conjugation of present, past, positive and negative forms of verbs. They understand and use い and な adjectives, and apply the rules of counter classifiers such as ~人、~月がつ、~ひき/びき/びき AS15. They explain how language and behaviour change according to participants, context and relationship, and that politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions. They understand that languages and cultures change over time, and provide examples of how languages borrow words from one another. Students make connections and comparisons between elements of the Japanese language and culture and their own, identifying how languages reflect ways of thinking and behaving. They identify how Japanese values such as humility and harmony are reflected in language, such as by deflecting praise, for example, じょうずですね。いいえ。、AS16 softening responses with expressions such as ちょっと or あんまり、AS17 and using indirect forms of refusal or disagreement.

**Unit Specific Information** In this unit, students will begin to look at Japan and Japanese culture by developing fundamental communication skills including greeting, classroom instructions and some vocabulary relating to school settings. Students will compare and contrast differences and similarities between Australian and Japanese schools. Students will also be introduced to Hiragana and its sounds and will be able to introduce themselves (written and spoken) using the assistance of the Hiragana chart.

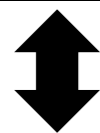
**Assessment Details:**  
**Comprehension Exam Week 5**  
**Self-Introduction Task**  
**2 weeks' notice, due Week 9**



READING / VIEWING / LISTENING: Core Text 1: Self-introduction
COMPREHENSION SKILL FOCUS: Informing, Reflecting, Socialising, Translating, System of Language



THINKING: Understand, Compare and Contrast, Identify, Reflect
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WRITTEN / SPOKEN / MULTI-MODAL TEXT Poster (self-introduction)
HIGHLY VALUED LANGUAGE FEATURE FOCUS: Communicating with clarity and precision

Priority Standards			
	Construction of language		
3	Production of short self-introduction texts in verbal and written forms at an independent level		
2	<table border="1"> <tr> <td> <p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>□ Use of a hiragana chart to construct short texts</li> <li>□ Write high frequency katakana and kanji</li> <li>□ Use of correct stroke order to form Hiragana and high frequency Kanji</li> <li>□ Use of appropriate punctuation and text features in texts</li> </ul> <p><i>Grammar Structures</i></p> <ul style="list-style-type: none"> <li>- AはBです。</li> <li>- _____ さいです。</li> <li>- たんじょうび は _____ 月 _____ 日 です。</li> <li>- _____ が すき・すきじゃない・だいすき・きらい です。</li> <li>- _____ にすんでいます。</li> <li>- _____ 年生です。</li> <li>- Greeting (こんにちは、はじめまして、どうぞよろしくおねがいします)</li> </ul> </td> <td> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Likes and dislikes (すき・すきじゃない・だいすき・きらい )</li> <li>- Pronouns(わたし・ぼく)</li> <li>- Numbers to 10 (一、二、三、四、五、六、七、八、九、十) and numbers to 99</li> <li>- School words (中学校、小学校、高校、年生)</li> <li>- Birthdays (月、日、たんじょうび)</li> <li>- Words used for likes and dislikes</li> </ul> </td> </tr> </table>	<p><i>Perform basic processes such as:</i></p> <ul style="list-style-type: none"> <li>□ Use of a hiragana chart to construct short texts</li> <li>□ Write high frequency katakana and kanji</li> <li>□ Use of correct stroke order to form Hiragana and high frequency Kanji</li> <li>□ Use of appropriate punctuation and text features in texts</li> </ul> <p><i>Grammar Structures</i></p> <ul style="list-style-type: none"> <li>- AはBです。</li> <li>- _____ さいです。</li> <li>- たんじょうび は _____ 月 _____ 日 です。</li> <li>- _____ が すき・すきじゃない・だいすき・きらい です。</li> <li>- _____ にすんでいます。</li> <li>- _____ 年生です。</li> <li>- Greeting (こんにちは、はじめまして、どうぞよろしくおねがいします)</li> </ul>	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Likes and dislikes (すき・すきじゃない・だいすき・きらい )</li> <li>- Pronouns(わたし・ぼく)</li> <li>- Numbers to 10 (一、二、三、四、五、六、七、八、九、十) and numbers to 99</li> <li>- School words (中学校、小学校、高校、年生)</li> <li>- Birthdays (月、日、たんじょうび)</li> <li>- Words used for likes and dislikes</li> </ul>
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Guaranteed Vocabulary:		Design Question Four Strategy	Design Question Five Strategy	21 <sup>st</sup> Century Skill:
がっこう せんせい みなさん せいと たってください すわってください きいてください しずかにしてください い —をだしてください —がありますか？ すき すきじゃない きれい だいすき しゅみ おんがく なん・なに おもしろい つまらない たのしい むずかしい	のり はさみ けしごむ ペン えんぴつ じょうぎ えんぴつけずり きりつ れい ちゃくせき スポーツ えいが どうぶつ いぬ ぶかつ どくしよ ダンス たべもの チョコレット フットボール りょうり ファミコン	<b>Element 9: Structured Practice Sessions</b> <i>Students will practice new vocabulary through modelling and guided practice using the gradual release of responsibility strategy for creating sentences using hiragana. Varied practice will be used including:</i> <ul style="list-style-type: none"> <li>- English and Japanese vocabulary matching activity</li> <li>- Role play using new phrases</li> <li>- Modelling using listening activities</li> <li>- Karuta game</li> </ul> <b>Element 10: Examining Similarities and Differences</b> <i>Students will use graphic organisers such as Venn Diagrams and T-charts to identify and record similarities and differences between Australian Schooling and Japanese Schooling.</i>	<b>Element 13: Providing Resources and Guidance</b> <i>When asking students to complete tasks resources such as exemplars, hiragana charts, and teaching how to use online dictionaries and study apps. Structured notetaking and informational handouts should also be used for students to refer back to when working on long-term assessment task.</i>	<b>Communication – using language, symbols and texts</b> <i>Students will explore how communication changes depending on culture and language and how to effectively communicate</i>
<b>Self-Introduction Phrases:</b> はじめまして わたしのなまえは. . . です。 わたしは. . . さいです。 わたしのたんじょうびは. . . です。 わたしは. . . 年生です。 . . . が好きです。 . . . が好きじゃないです。 しゅみは...です。 <b>A は B です。</b> よろしくおねがいします。				
<b>Kanji characters:</b> Numbers, 日、月、年、生、好き				

Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
<ul style="list-style-type: none"> <li>○ Entry Procedures in Japanese (きりつ、れい、ちやくせき)</li> <li>○ Sentence pattern: —ください/—ありますか?/—をだしてください。</li> <li>○ How to accurately respond and follow classroom instructions in Japanese</li> <li>○ Understanding differences and similarities between Australian and Japanese school life</li> <li>○ How to accurately write each Hiragana script using chart</li> <li>○ Accurately identifying and reading Hiragana with chart</li> <li>○ Self introduction</li> <li>○ Using Adjectives</li> <li>○ Talking about days and months</li> </ul>	<p><b>Guiding comprehension</b> in both English and Japanese</p> <p>Mind Mapping – When consolidating understanding of cultural differences</p> <p>Text Coding – When reading text in Japanese to identify key sentence markers (particles/subjects) etc.</p>	<p><b>Compare:</b> display recognition of similarities and differences and recognise the significance of these similarities and differences</p> <p><b>Contrast:</b> display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout</p> <p><b>Identify:</b> distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature</p> <p><b>Reflect on:</b> think about deeply and carefully</p>	<p>Students use ICT programs to generate notes and practice words to enhance learning and memorising.</p> <p>Smart board activity</p> <p>Hiragana Lite – Hiragana kan practise</p> <p>Quizlet – vocab reflection</p>

Learning Goals:

Strands Sub-Strands	ACARA Content Descriptors	Kirwan High Learning Goals
<p><b>Communicating</b></p>	<ul style="list-style-type: none"> <li>• use of rehearsed language related to their personal world to convey information in both written and spoken texts</li> <li>• production of short sentences involving:               <ul style="list-style-type: none"> <li>- nouns and verbs (AS6)</li> <li>- common counter classifiers (AS7)</li> <li>- adjective, noun and verb predicates</li> </ul> </li> <li>• application of correct stroke order to all characters</li> <li>• use of appropriate punctuation and textual features in texts (AS8)</li> <li>• structuring of sentences using correct word order</li> <li>• linking of information using conjunctions (AS9)</li> <li>• interaction with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds</li> <li>• comprehension and response to familiar instructions (AS3), using rehearsed and some spontaneous language</li> <li>• reading and writing of texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs (AS5)</li> <li>• identification of key points of information in short predictable written, spoken and multimodal texts, with understanding of descriptions of people, objects, places and activities</li> <li>• translation and interpretation of short spoken texts, with explanation of Japanese gestures and expressions that do not readily translate into English (AS10)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to know and describe the importance of learning languages in the 21<sup>st</sup> Century as global citizens. They will also be able to summarise the necessity of learning Japanese by looking at the relationship between Australia and Japan.</li> <li>• Students will also be able to familiarise themselves with the Japanese classroom greeting routines: きりつ、れい、ちゃくせき</li> <li>• Students will be able to explain the different sports and hobbies that are common in Japan</li> <li>• Students will understand the routines within a Japanese classroom and will be able to share their current understanding of Japanese culture.</li> <li>• Students will be able to comment on grammatical and language feature differences between Japanese and their own mother tongues.</li> <li>• Students will be able to comprehend and practice classroom instructions and expressions in Japanese.</li> <li>• Students will be able to construct Hiragana characters using accurate and precise spoken order.</li> <li>• Students will be able to understand and construct self-introductions including hobbies and sports.</li> </ul>
<p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• knowledge that hiragana and katakana are pronounced identically, and knowledge that the pronunciation of borrowed words is determined by the Japanese sound system</li> <li>• recognition of the nature and roles of the three Japanese scripts (AS13)</li> <li>• explanation of how:               <ul style="list-style-type: none"> <li>- language and behaviour change according to participants, context and relationship</li> <li>- politeness and respect are expressed explicitly in Japanese through greetings, vocabulary, formulaic expressions and actions</li> </ul> </li> <li>• making of connections and comparisons between elements of the Japanese language and culture and their own, with identification of how languages reflect ways of thinking and behaving</li> <li>• adjustment of their language to suit different contexts and situations (AS11)</li> </ul>	<p>Students will be able to recognise and pronounce Hiragana characters using mnemonics</p> <p>Students will be able to construct Hiragana characters using accurate and precise spoken order</p> <p>Students will understand the different Japanese scripts, and begin to develop their understanding of Hiragana and Kanji.</p>

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|  | <ul style="list-style-type: none"><li>• use of the hiragana and katakana charts as a tool when writing and reading, recognising their systematic nature</li><li>• understanding that languages and cultures change over time, and provision of examples of how languages borrow words from one another</li></ul> |  |
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