

# YEAR 10 JAPANESE - Entertainment

## Year 9/10 Japanese Australian Curriculum Achievement Standard:

By the end of Year 10, students use written and spoken Japanese to interact with peers, the teacher and other Japanese speakers to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest, such as education, travel, sport, **teenage life and**

**popular culture.** When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements, for example, **らいしゅう** 来週 の土曜日にサッカーをしませんか。土曜日はちょっと…。 Students ask and respond to questions, such as **どのぐらい、いくつ**, using spontaneous language. **They provide explanations, opinions and reasons, for example, by using ～と思います、～からです.** They maintain and extend interactions by requesting repetition or clarification and by using **あいづち**. They apply appropriate conventions of pronunciation, rhythm and phrasing in speech to allow for others' use of **あいづち**. **Students read and write hiragana and known kanji, read katakana, and write familiar katakana words, including elongated vowels, double consonants and contractions. They analyse and extract information from a range of spoken and written texts and multimodal sources.** They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge. **Students create and present informative and imaginative texts, taking into account audience and purpose, such as by using て form (～てはいけません、～てもいいです、～ています), and the plain form (～たり～たりします、～と思います、～つも**

**り).** They extend or qualify their message by using adverbs such as **とくに、時々**, and link ideas by using conjunctions, such as **それに、だから、けれども**. **Students translate and interpret texts,** explaining words and expressions that are difficult to translate and those with embedded cultural meanings, such as **ただいま、おかえり**. They describe their reactions to intercultural experiences and reflect on how their own assumptions and identity influence and are influenced by their language use.

Students identify the functions of different scripts within texts: **how hiragana is used for particles, conjunctions, and verb and adjective endings; katakana for borrowed words and some onomatopoeia; and kanji for nouns and verb and adjective stems. They apply their understanding of kanji to identify word boundaries and know its role in assisting with the identification of linguistic elements. They distinguish between おくりがな and ふりがな, and recognise that kanji can be pronounced differently using 音 (on) or 訓 (kun) readings. Students understand the function of verb stems, and of て form and plain form verbs, and conjugate a range of verb tenses and forms. They apply their understanding of conjugation to produce negative and past adjectives. Students identify and use a range of case particles such as か (or), より、で (purpose/by) and に (location). They use metalanguage to describe and compare language features and rules of sentence construction. They choose between using です/ます or plain form based on age, relationship, familiarity, context and text type, such as using plain form in a personal diary. They understand that languages change over time through contact with other languages and cultures, and identify the particular impact of technology and media on contemporary forms of**

**communication, for example, the widespread adoption of English terms into Japanese, such as コピペ. Students explain how Japanese cultural values such as the importance of community, うちそと** 内 / 外、respect, and consideration for others are embedded in language and behaviours such as **がんばりましょう。だいじょうぶ?。**

### Unit Specific Information [various forms e.g. assessment focus, context, etc]

This Unit focuses on Film and TV, as well as the diverse range of entertainment prevalent in Japanese media. Students look at using relative clauses to describe the type of TV/Movies they like. They also look at て form to explain what happens in a movie/clip. Students will also look at how to give an opinion in Japanese.

Language learning focuses on use of the macroskills, *comprehension* and *conveying meaning*. These skills are developed independently (speaking is developed by speaking, reading by reading, etc.) and interdependently (one skill supports development in others). The greatest transfer of learning is from comprehension (receptive communication, involving listening and reading) to conveying meaning (productive communication, involving speaking and writing).

### Assessment Details:

#### Task 1-

#### Combination Exam (WK 7)

#### Task 2-

#### Writing Exam (WK 9)



READING / VIEWING / LISTENING: Core Text 1: Entertainment
COMPREHENSION SKILL FOCUS: Socialising, Informing, Translating, System of Language, Language variation and change



THINKING: Evaluate, Justify, Explain
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WRITTEN / READING / LISTENING Evaluate, Justify, Explain
HIGHLY VALUED LANGUAGE FEATURE FOCUS: Communicating with clarity

### Priority Standards

4	You: - Can comprehend and identify detailed information from both reading and listening texts - Can understand how to express your own preferences about movies and TV programs through writing using a variety of grammar structures		
3	You: - Can produce in writing your own preferences about movies and TV programs, and compare the two countries' movies styles - Can understand the main gist of a passage through listening and reading - Exhibit no major errors or omissions		
2	You: Can recognise and recall key vocabulary and sentence structures, used in the 4 macroskills in Japanese. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Grammar Structures-</u>                      - Verb ています                      - Frequency                      - のような Category が Adjective です                      - Thing というのは                      ～て                      - ～たいですが、～Continue Sentence                      - Verb Dictionary Form ことが Adjective です                 </td> <td style="width: 50%; vertical-align: top;"> <u>Vocabulary-</u>                      - 映画                      - テレビ                      - 一番                      - ばんぐみ                      - ホラー                      - 見ます                      - 字幕                      - ふきかえ                      - つまらない                      - コメディ                      - 男ゆう                      - 女ゆう                      - いそがしい                      - ドラマ                      - アクション                 </td> </tr> </table>	<u>Grammar Structures-</u> - Verb ています - Frequency - のような Category が Adjective です - Thing というのは ～て - ～たいですが、～Continue Sentence - Verb Dictionary Form ことが Adjective です	<u>Vocabulary-</u> - 映画 - テレビ - 一番 - ばんぐみ - ホラー - 見ます - 字幕 - ふきかえ - つまらない - コメディ - 男ゆう - 女ゆう - いそがしい - ドラマ - アクション
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1	You: Can with help, understand and use some of the simpler grammar structures to understand opinions.		

Guaranteed Vocabulary & Kanji:	Design Question Four Strategy	Design Question Five Strategy	21 <sup>st</sup> Century Skill:
映画、テレビ、言う、一番、ばんぐみ、男ゆう、女ゆう、ホラー、ドラマ、アクション、コメディ、ロムコム、見る、じまく (subtitles) ふきかえ (dubbed)、上映 (now showing).	<p><b>Element 9: Structured Practice sessions</b>  <i>Students will be provided opportunities for guided practice sessions using the following strategies based on the guided release of responsibility model:</i></p> <ul style="list-style-type: none"> <li>- Matching English and Japanese vocabulary</li> <li>- Translate sentences</li> <li>- Matching verb endings to verb stems</li> <li>-</li> </ul> <p><b>Element 10: Examining Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>- Venn Diagrams (language/movies/Tv)</li> <li>- Sorting, matching, and categorizing (verb types)</li> <li>- Sentence – stem analogies</li> </ul>	<p><b>Element 12: Engaging students in cognitively complex tasks</b></p> <ul style="list-style-type: none"> <li>- Translation/sentence construction tasks.</li> <li>- Engage students in decision-making tasks that require them to generate and test hypotheses, such as comparison activities when constructing texts (look into a range of sentences taken from a familiar text and change subjects and objects of those sentences to fit into another text )</li> </ul> <p><b>Element 13: Providing Resources and Guidance</b></p> <ul style="list-style-type: none"> <li>- Providing informational handouts</li> <li>- Teaching research skills (dictionary use)</li> <li>- Offering feedback (assessment drafting), teaching peer drafting protocol</li> </ul>	<p><b>Communication:</b> effective oral and written communication, using language, symbols and texts, communicating ideas effectively with diverse audiences.</p>
Guaranteed Skills/Language Features:	Reading Comprehension Skill and Strategy	Cognitive Verbs:	ICT to Enhance Learning:
言う て form Verb ています 一番 Frequency と思います のような Category が Adjective です ですから Thing というのは ~て~て ~たいですが、~Continue Sentence ~よ り~ほうが~ Verb Dictionary Form ことが Adjective です	<p>Student-Friendly Vocabulary Explanations</p> <ul style="list-style-type: none"> <li>- Have students keep records in their class notebooks of the new words you devote to explicit instruction</li> <li>- Create vocabulary exercises that effectively reinforce students experimenting with putting targeted words in play.</li> </ul> <p>Word family tree</p> <ul style="list-style-type: none"> <li>- Using this graphic organiser to increase verb understanding</li> </ul> <p>Vocabulary Overview Guide</p> <p>Use graphic organiser to increase student understanding of frequently used words</p> <p>Modelling using both reading and listening activities</p> <p>Listening and reading comprehension combined, with double diary entry</p>	<p><b>Classify</b> – arrange, distribute or order in classes or categories according to shared qualities or characteristics</p> <p><b>Evaluate</b> – make an appraisal by weighing up or assessing strengths, implication and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria</p> <p><b>Summarise</b> – give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence.</p> <p><b>Recall</b> – remember; present remembered ideas, facts or experience; bring something back into thought, attention or into one’s mind.</p>	iPads quizlet imiwa

## Learning Goals:

Strands and Sub-Strands	ACARA Descriptors	Kirwan High Learning Goals
<b>Communicating</b> Socialising	<ul style="list-style-type: none"> <li>Initiate and sustain interactions to share experiences, personal opinions, aspirations, thoughts and feelings and to discuss aspects of young people's experience [Key concepts: discussion, social experience, popular culture, views; Key processes: interacting, responding, comparing, expressing opinions] (ACLJAC019)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to solve problem by using their comprehending and translating skills and respond to real life scenario.</li> <li>Students will be able to express their preference of media, as well as to create description, including for media type, popular culture and film genre. They will also know how to provide reasons by using adjectives and casual clauses.</li> <li>Students will be able to evaluate ideas and information drawn from text in order to justify conclusions.</li> <li>Students will be able to interact with others and comment on media.</li> </ul>
	<ul style="list-style-type: none"> <li>Participate in activities that involve transacting, negotiating, planning and participating in events and experiences [Key concepts: social exchange, transaction, negotiation; Key processes: planning, transacting, making decisions, performing] (ACLJAC020)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to plan role plays (social event) and form scenarios about film selection at cinema.</li> <li>Students will be able to negotiate and make decisions about time (film sessions at cinema).</li> </ul>
<b>Communicating</b> Informing	<ul style="list-style-type: none"> <li>Access ideas and information from a range of spoken, print and multimodal texts, compare views, state opinions, and present information in different formats to inform or interest others [Key concepts: information, representation, modality, audience; Key processes: reviewing, recording, summarising, comparing] (ACLJAC022)</li> </ul>	<ul style="list-style-type: none"> <li>Students will know the gist and be able to record key information from a range of listening and reading comprehension texts about Japanese media.</li> <li>Students will be able to recognise and use the conventions of a range of text types such as formal letters and internet postings (movie reviews)</li> </ul>
<b>Communicating</b> Translating	<ul style="list-style-type: none"> <li>Translate familiar social and community texts, such as emails, chat room posts, public signs and notices, from Japanese into English and vice versa, considering the role of culture when transferring meaning from one language to another [Key concepts: culture, translation, equivalence, meaning; Key processes: comparing, analysing, critical and cultural reading] (ACLJAC026)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to translate and infer the meaning of familiar and unfamiliar texts by identifying grammatical features and high-frequency language in order.</li> <li>Students will be able to explain why some terms cannot be used interchangeably in Japanese as they can in English. E.g. <i>のような</i> when elicit film genre, and form comparison in Japanese; <i>はいけい</i> when write letters in Japanese</li> </ul>
	<ul style="list-style-type: none"> <li>Create print, digital and multimodal bilingual resources for the school and wider community, such as notices and instructions, announcements, promotional material and invitations [Key concepts: bilingual text, representation, interpretation; Key processes: composing, selecting, translating, glossing] (ACLJAC027)</li> </ul>	<ul style="list-style-type: none"> <li>Students will know conventions of Japanese letter format when using <i>genkoyoshi</i>, including greeting, punctuations and combined sound formations when use <i>genkoyoshi</i>.</li> <li>Students will be able to write basic and complex sentences to describe their favourite movie, as well as western films to Japanese audience.</li> <li>Students will be able to construct accurate and coherent original texts that utilise a range of cohesive devices, vocabulary and grammatical features.</li> </ul>
<b>Understanding</b> System of language	<ul style="list-style-type: none"> <li>Understand the intonation and phrasing patterns of spoken Japanese; and recognise that most kanji have more than one 'reading' and that the pronunciation changes according to kanji compounds [Key concepts: phonetic changes, intonation patterns, pacing; Key processes: distinguishing, vocalising] (ACLJAU030)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to recognise and differentiate tone in text, by assessing the use of <i>ます</i> versus dictionary form verbs.</li> <li>Students will be able to deepen their understanding of the verb <i>言う</i> and how it can be utilised to construct quotes and provide description to nouns. e.g. <i>ハリー・ポッターと言うのはSF映画です。Harry Potter is a SF movie.</i></li> </ul>

	<ul style="list-style-type: none"> <li>Understand the systematic nature of Japanese language and grammatical forms, and explore how to use/combine these elements to express complex ideas [Key concepts: syntax, verb conjugation, cohesion, classifiers; Key processes: describing, identifying, classifying, applying] (ACLJAU032)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to construct the て form of verbs and recognise how to use this verb conjugation to communicate actions happening presently, instructions and to connect verbs in a sequential order.</li> <li>Students will further develop their understanding of nominalised verbs in order to convey their actions, their likes and their opinions (こと)</li> </ul>
<b>Understanding</b> Language variation and change	<ul style="list-style-type: none"> <li>Recognise variations in language use that reflect different social and cultural contexts, purposes and relationships [Key concepts: register, tenor, context, culture; Key processes: analysing, exemplifying, comparing] (ACLJAU034)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to notice differences in text structure and grammar between formal and informal Japanese language, such as abbreviations in Katakana words, use of kanji, particles and other common colloquial expressions such as 映画を見に行く、それはどうだった,etc</li> </ul>
	<ul style="list-style-type: none"> <li>Understand that the Japanese language has evolved and developed through different periods of influence and cultural and societal change [Key concepts: language change, intercultural contact, popular culture; Key processes: reflecting, identifying, comparing] (ACLJAU035)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to explore the influence of Japanese popular culture in Australia and around the world, such as Japanese Anime, J-pop, Manga and cosplay, etc.</li> <li>Students will know popular words among Japanese young people, especially katakana words created by the combination of western influence and Japanese alternation. E.g. パソコン、スマホ、アニメファン, and so on.</li> </ul>
<b>Understanding</b> Role of language and culture	<ul style="list-style-type: none"> <li>Recognise and explain how the Japanese language carries embedded cultural information, such as the prioritising of collective well-being, respect and harmony [Key concepts: language, culture, intercultural experience; Key processes: analysing, reflecting, reciprocating] (ACLJAU036)</li> </ul>	<ul style="list-style-type: none"> <li>Students will be understand and able to identify, as well as explain Japanese humour when exploring a range of Japanese media including Japanese variety show, and Japanese comedy.</li> </ul>