



# Canberra Academy of Languages

## Japanese Semester 1 2021

| Week | Organisers and Processing Focus Areas   | Content Outline   | Assessments |
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| 1    | <p><b>No class – CAL Registration Evening</b><br/>Counts as one hour of participation/attendance.</p>   |   |             |
| 2    | <p><b>Introduction</b></p> <p><b>4) Features of language use</b><br/>c) Audience, purpose and context in spoken and written interactions<br/>d) Processes and strategies in viewing, listening and reading<br/>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p> <p><b>Topic: Gender Issues</b></p> <p><b>1) Engaging with texts in relation to the changing world</b><br/>a) Social, political, environmental, technological and economic challenges and opportunities<br/>b) Trends and issues that impact on our world at different levels</p> | <p><i>Introduction to Senior Continuers Japanese</i></p> <p><i>Introduction to BSSS course and assessment types</i></p> <p><i>Introduction: The Changing World – Topics: Gender Issues, Health, Environment and Economy</i></p> <p><i>Kanji revision</i></p> <p><i>Listening and reading revision</i></p> <p><i>Gender issues in Japan (introduction)</i></p> <p><i>New Vocabulary and Kanji</i></p> <p><i>Key Phrase for this semester:</i><br/>それは いろいろ問題になりましたか。<br/>(...)たころ・時問題になりました。</p> <p>Grammar:<br/>❖ Revise opinion-giving and asking opinions</p> |             |

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|   |   | <p>～についてどう思いますか。<br/>～について教えてほしいんです</p>   |  |
| 3 | <p><b>Topic: Gender Issues</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p>a) Social, political, environmental, technological and economic challenges and opportunities</p> <p>b) Trends and issues that impact on our world at different levels</p> <p>2) Contexts of language and culture</p> <p>a) Effect of intercultural understanding on interaction, negotiation and awareness</p>   | <p>How do societal expectations of women differ in Japan compared to Australia?</p> <p>How do women's rights differ in Japan compared to Australia?</p> <ul style="list-style-type: none"> <li>❖ Reference information ~そうです・らしいです</li> <li>❖ Not only...but also.... ~だけでなく~も</li> </ul>   |  |
| 4 | <p><b>Topic: Gender Issues</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p>a) Social, political, environmental, technological and economic challenges and opportunities</p> <p><b>2) Contexts of language and culture</b></p> <p>a) Effect of intercultural understanding on interaction, negotiation and awareness</p> <p>c) How customs/traditions may vary</p> <p><b>3) Values, beliefs and perspectives</b></p> <p>a) Changing values, beliefs and perspectives, in demographic, intergenerational, traditional/modern contexts</p> | <p>How do societal expectations of women differ in Japan compared to Australia?</p> <p>How do women's rights differ in Japan compared to Australia?</p> <p>How do perspectives differ by generation in Japan?</p> <p><b>Grammar:</b><br/>Making comparisons using ~ほど~ない</p> <p>Expressing similarities and differences ~とおなじです。~とちがいます</p> |  |

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| 5 | <p><b>Topic: Gender Issues</b></p> <p><b>3) Values, beliefs and perspectives</b></p> <p><i>b) Representation of the changing world through cultural, intercultural and intracultural perspectives</i></p>   | <p><b>Grammar:</b></p> <p>Because, so ~<i>ので</i></p> <p>Revise kara</p>   |   |
| 6 | <p><b>Topic: Gender Issues</b></p> <p><b>4) Features of language use</b></p> <p>c) Audience, purpose and context in spoken and written interactions</p> <p>d) Processes and strategies in viewing, listening and reading</p> <p>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p>   | <p><i>Assessment task preparation</i></p> <p><i>Listening and reading practice</i></p>  |   |
| 7 | <p><b>Topic: Health</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p><i>a) Social, political, environmental, technological and economic challenges and opportunities</i></p> <p><b>2) Contexts of language and culture</b></p> <p><i>b) Effect of intercultural understanding on interaction, negotiation and awareness</i></p> <p><i>c) How customs/traditions may vary</i></p> | <p><i>Why is the Japanese diet touted as being one of the best in the world?</i></p> <p><i>How does the diet of different generations in Japan differ?</i></p> <p><i>What does it mean to have an ageing population?</i></p> <p><i>What is the impact on Japan economically?</i></p> <p><i>New vocabulary and kanji</i></p> <p><b>Grammar:</b></p> <p>Revise - Reference information ~<i>そうです・らしいです</i></p> | <p><b>Task 1:</b></p> <p><b>Responding</b></p> <p>Test conditions</p> |

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|   | <p><b>3) Values, beliefs and perspectives</b></p> <p><i>b) Representation of the changing world through cultural, intercultural and intracultural perspectives</i></p>   |  |   |
| 8 | <p><b>Topic: Health</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p><i>a) Social, political, environmental, technological and economic challenges and opportunities</i></p> <p><i>b) Trends and issues that impact on our world at different levels</i></p> <p><i>a) Effect of intercultural understanding on interaction, negotiation and awareness</i></p> | <p><i>What has been the impact of the COVID-19 pandemic on Japan?</i></p> <p><i>Cultural practises that protect Japanese people from transmission</i></p> <p><b>Grammar:</b></p> <p>While ~ながら</p> <p>Although, despite ~のに</p> <p>You should (moral obligation) Offering solutions<br/> ~すればよかったね<br/> ~はずです。・べきです。</p> <p>Giving Advice ~たほうがいいです。<br/> もし~たらよかったでしょう。<br/> もし~たらよかったでしょう。</p> |   |
| 9 | <p><b>Topic: Health</b></p> <p><b>4) Features of language use</b></p> <p><i>c) Audience, purpose and context in spoken and written interactions</i></p> <p><i>d) Processes and strategies in viewing, listening and reading</i></p> <p><i>e) Grammatical features and functions for communication, accuracy, complexity and fluency</i></p>  | <p><i>Assessment task preparation</i></p> <p><i>Grammar consolidation</i></p>  | <p><b>Task 2:</b><br/> <b>Writing</b><br/> Enquiry- based</p> |

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| <p>1</p> | <p><b>Topic: The Environment – Pollution (plastic oceans)</b></p> <p><b>4) Features of language use</b><br/> c) Audience, purpose and context in spoken and written interactions</p> <p>d) Processes and strategies in viewing, listening and reading</p> <p>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p> <p><b>5) Reflection</b><br/> Reflection on learning processes, recognising cognitive, cultural, personal and linguistic elements of language acquisition</p> | <p><i>Assessment task feedback</i></p> <p><i>Reflection and set goals for improvement</i></p> <p><i>Kanji revision from Term 1</i></p> <p><i>New vocabulary and kanji</i></p>   |  |
| <p>2</p> | <p><b>Topic: The Environment – Pollution (plastic oceans)</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p>b) Trends and issues that impact on our world at different levels</p> <p><b>2) Contexts of language and culture</b></p>   | <p><i>How plastics became big</i></p> <p><i>Impact on environment: flora and fauna</i></p> <p><i>Japan vs Australia plastic use</i></p> <p><b>Grammar:</b></p> <p>Japanese recycling vs Australia<br/> Way of doing something ~方</p> <p>Easy and hard to do ~やすい~にくい</p> <p>Describing similarities/resemblance<br/> ~のようです。<br/> ~のように VERB~みたいです。</p> |  |

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| <p>3</p> | <p><b>Topic: The Environment – Pollution (plastic oceans)</b></p> <p><b>1) Engaging with texts in relation to the changing world</b></p> <p>b) Trends and issues that impact on our world at different levels</p> <p><b>2) Contexts of language and culture</b></p> <p>c) How customs/traditions may vary</p> <p><b>3) Values, beliefs and perspectives</b></p> <p>a) Changing values, beliefs and perspectives, in demographic, intergenerational, traditional/modern contexts</p> <p>b) Representation of the changing world through cultural, intercultural and intracultural perspectives</p> | <p><i>Why should we be more ecofriendly? How does plastic use impact us?</i></p> <p><i>Japan’s cultural and social beliefs and practises that promote being ecofriendly</i></p> <p><i>What is our duty to the world around us?</i></p> <p><i>Generational perspectives on plastic use and lifestyle differences of young vs old in Japan.</i></p> <p><b>Grammar:</b><br/> You should (moral obligation) Offering solutions<br/> ～すればよかったね<br/> ～はずです。・べきです。</p> <p>Giving Advice and offering solutions<br/> ～たり～たりしたらどうですか。</p> |  |
| <p>4</p> | <p><b>Topic: The Environment – Recycling in Japan</b></p> <p><b>5) Reflection</b></p> <p>Reflection on learning processes, recognising cognitive, cultural, personal and linguistic elements of language acquisition</p> <p><b>6) Engaging with texts in relation to the changing world – sequel.</b></p> <p>c) Own values, beliefs and practices</p>   | <p><i>How has learning about plastics oceans and their impact made you think about your own impact?</i></p> <p><i>Reflection on individual waste and set goals to reduce your waste.</i></p> <p><b>Grammar:</b></p> <p>Describing intentions<br/> ～ことにきめました。<br/> ～ことにしました</p> <p>Giving Advice and offering solutions<br/> ～たり～たりしたらどうですか。<br/> ～たらどう思いますか<br/> ～てみたらどうですか</p>  |  |
| <p>5</p> | <p><b>Topic: The Environment – Tokyo 2020 and Japan’s Carbon Neutral Future</b></p>   | <p>Japan’s national commitment to becoming carbon neutral</p>  |  |

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|   | <p><b>2) Contexts of language and culture</b></p> <p>a) <i>Effect of intercultural understanding on interaction, negotiation and awareness</i></p> <p><b>3) Values, beliefs and perspectives</b></p> <p>b) <i>Representation of the changing world through cultural, intercultural and intracultural perspectives</i></p>   | <p>What does it mean to be carbon neutral?</p> <p>How will Japan achieve this target?</p> <p>What is the link between Japan becoming carbon neutral and the Tokyo Olympics?</p> <p><b>Grammar:</b><br/>Completion ~てしまいます</p> <p>Just about to/in the middle of/just finished ~ところ</p> |   |
| 6 | <p><b>Topic: The Environment</b></p> <p><b>4) Features of language use</b></p> <p>c) Audience, purpose and context in spoken and written interactions</p> <p>d) Processes and strategies in viewing, listening and reading</p> <p>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p> <p><b>2) Contexts of language and culture</b></p> <p>a) Effect of intercultural understanding on interaction, negotiation and awareness</p> <p>b) Aspects of intercultural communication such as register and body language</p> | <p><b>Assessment task in class</b></p> <p><i>Grammar consolidation</i></p>   | <p><b>Task 3:</b><br/><b>Speaking</b><br/>Test conditions</p> |
| 7 | <p><b>Topic: The Environment</b></p>  | <p><i>Grammar consolidation</i></p>  |   |

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|  | <p><b>4) Features of language use</b></p> <p>c) Audience, purpose and context in spoken and written interactions</p> <p>d) Processes and strategies in viewing, listening and reading</p> <p>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p> | <p><i>Assessment task preparation</i></p> |   |
|  | <p><b>4) Features of language use</b></p> <p>c) Audience, purpose and context in spoken and written interactions</p> <p>d) Processes and strategies in viewing, listening and reading</p> <p>e) Grammatical features and functions for communication, accuracy, complexity and fluency</p> |   | <p><b>Task 4:</b><br/> <b>Writing</b><br/> Enquiry- based</p> |