

<b>Language: Japanese</b>	<b>Target group: Stage 4 (Year 8)</b>	<b>Unit of work: Entertainment</b>	<b>Duration: 4 weeks</b>
<p><b>What are the key ideas or concepts you want the students to learn?</b> The key concepts I want students to learn are that:</p> <ul style="list-style-type: none"> <li>Σ Both Western and traditional forms of entertainment are popular in Japan.</li> <li>Σ There is a range of language structures that can be used to communicate about entertainment, including extending, accepting and refusing invitations.</li> <li>Σ There are protocols for extending invitations in Japan.</li> </ul>		<p><b>Why does that learning matter?</b></p> <ul style="list-style-type: none"> <li>• Understanding modern Japan requires an understanding of the activities young Japanese people enjoy which include Western and traditional leisure pursuits</li> <li>• It is necessary in order to establish and maintain relationships with Japanese people</li> <li>• Knowing the protocols facilitates their acceptance into Japanese society.</li> </ul>	
<p><b>Targeted outcomes:</b> 4.UL.1, 4.UL.2, 4.UL.3, 4.UL.4, 4.MLC.1, 4.MBC.2</p>		<p><b>Socio-cultural content:</b></p> <ul style="list-style-type: none"> <li>Σ Video games, <i>manga</i>, <i>anime</i>, cinema, 100 yen shop</li> </ul>	
<p><b>Students learn about:</b></p> <ul style="list-style-type: none"> <li>Σ Linguistic features of texts, such as descriptions, narratives and messages</li> <li>Σ Manipulation of known structures for writing in new contexts</li> <li>Σ Appropriate choices made to achieve communication goals</li> <li>Σ The importance of tradition to a sense of cultural identity and diversity within the culture.</li> </ul>		<p><b>Students learn to:</b></p> <ul style="list-style-type: none"> <li>Σ Identify specific information, eg in an invitation</li> <li>Σ Select and incorporate modelled structures when producing own texts, eg in an invitation</li> <li>Σ Recognise linguistic choices made according to purpose, eg to instruct, request, suggest</li> <li>Σ Identify and explain features of traditional and contemporary lifestyle, eg the <i>Deai</i> students' leisure interests.</li> </ul>	
<p><b>Building the field:</b> (e.g. the connections to <i>background knowledge</i> and <i>cultural knowledge</i>)</p> <ul style="list-style-type: none"> <li>Σ Brainstorm what Japanese people do for leisure</li> <li>Σ Read sample invitations to attend various different functions</li> <li>Σ Brainstorm normal leisure and entertainment options for Japanese high school students</li> <li>Σ Compare celebration of birthdays in Japan and Australia.</li> </ul>		<p><b>Cross-curriculum content &amp; policies:</b></p> <ul style="list-style-type: none"> <li>Σ Literacy – invitation writing</li> <li>Σ Numeracy - times and dates</li> </ul>	

Suggested resources	Teaching & learning activities	Skills	Text types	Grammar/Structures	Script
<p>Kimono 1 Unit 6</p> <p>Kimono 2 Unit 2 Gakkoo Seikatsu Unit 8</p> <p>Isshoni 2 U15 p. 74</p> <p>Gakkoo Seikatsu Topic 5 Appendix</p> <p>Deai cards</p>	<p>1. Where did you go on the weekend?</p> <p>2. Invite a friend to join you in an activity Accept the invitation Refuse the invitation Class survey - Compile the results in a table</p> <p>3. Months of the year and birthdays Extension: days of the month.</p> <p>4. Write an invitation to a party at your place</p> <p>5. Traditional and contemporary entertainment PowerPoint presentation</p> <p>6. What do you do in your spare time? Students survey each other and complete the table based on the information.</p> <p>7. Deai cards What do Japanese people your age do for entertainment? Divide class into groups with the leisure time activities and students discover what each Deai character does in their free time.</p>	<p>S W</p> <p>S W</p> <p>S W</p> <p>W S</p>	<p>Interview Table</p> <p>Invitation Table</p> <p>Interview</p> <p>Invitation</p> <p>PowerPoint presentation</p>	<p>ウーイクエンドにどこ に行きましたか</p> <p>～をしませんか はい、しましょう いいえ、～はちょっと</p> <p>たんじょう生日はい つですか ～月です</p> <p>PowerPoint presentation</p> <p>person はひまな時に activity をします</p> <p>何月 1月</p>	<p>行 来</p> <p>たん生日 一月～ 十二月</p>
<p><b>Assessment strategies:</b> Activities above marked * could be used for assessment.</p>		<p><b>Evaluation &amp; Variation:</b></p>		<p><b>Date completed:</b></p> <p><b>Signature:</b></p>	