

Language: Japanese	Target Group: Stage 4 (Year 8)	Unit of work: Travelling in Japan	Duration: 5 weeks (20 lessons)
What are the key ideas or concepts you want the students to learn? <ul style="list-style-type: none"> • There are many options for tourists in Japan regarding destinations, accommodation and transport. • There are letter-writing and journal-writing conventions in both Japanese and English. 		Why does that learning matter? <ul style="list-style-type: none"> • It prepares students for future travel, broadens their horizons and interests them in Japanese society and culture. • It improves their functional literacy in both English and Japanese. 	
Targeted outcomes 4UL1(1), 4UL4(1), 4MLC1(4), 4MLC2(3&4), 4MBC2(1) Extension: 4UL3(3)			
Students learn about: <ul style="list-style-type: none"> • The importance of prior knowledge in interpreting meaning in text • Manipulation of known structures for writing in new contexts • Metalanguage to describe the structures and features of language • Ways in which language and behaviour reflect important aspects of the culture 		Students learn to: <ul style="list-style-type: none"> Σ Deduce meaning from context and prior knowledge of subject matter when listening for main ideas Σ Select and incorporate modelled linguistic structures in own writing Σ Explore grammatical systems to appreciate how languages work, eg identify word order, tenses Σ Identify actions, and words and phrases in the language that encapsulate aspects of the culture 	
Structures, socio-cultural content, script: ました、かった tourist destinations, modes of transport, accommodation, restaurants consolidation of hiragana writing conventions			Cross-curriculum content & policies <ul style="list-style-type: none"> Σ The Ainu – indigenous peoples Σ Literacy: letter-writing, journals Σ Numeracy: mapping, directions (English)
Building the field: (e.g. the connections to <i>background knowledge</i> and <i>cultural knowledge</i>) <ul style="list-style-type: none"> Σ Videos: e.g. Lonely Planet – Japan (NB. Commentary is difficult to understand); Travelling in Hokkaido; Mrs. Heggarty comes to Japan; school study tour video Σ Student experiences traveling overseas 			

Teaching and learning activities: (What do you want them to do? How well do you expect them to do it?)					
	Learn About	Learn To	Teaching Strategies	Resources	Assessment / Quality Learning
1	Travelling overseas	Plan to travel	Research weather, travel requirements, "Packing your suitcase"	Internet Newspapers Background knowledge School CD travel pictures	<i>Background knowledge</i>
2	Arriving in Japan	Locate Japan Where you can arrive Overview of Tokyo	Mapping Worksheet on video	Map (upgraded throughout unit with places visited) Worksheet Video: Travelers' Guide to the Orient: Japan (first 15 mins.)	<i>engagement</i>
3	Writing postcards	Format postcards Write addresses	Look at features of model postcard Draft a postcard on Tokyo from information on worksheet Publish (and optionally visually enhance into a postcard)	Model postcard Postcard proforma	<i>Explicit quality criteria</i> <i>Substantive communication</i> Teacher edits draft Mark complete postcard and return before starting second postcard
4A	Past tense of verbs (ました)	Use selected verbs in the past tense	Model changing from present to past tense verbs (use preferred teacher method)	Verb charts	<i>Metalanguage</i>
4B	Past tense of い adjectives かった	Use selected adjectives in the past tense	Model changing adjectives from present to past tense	Adjective charts	<i>Metalanguage</i>
4C	Sentence patterns	Construct past tense sentences relevant to travel Eg. ～にいきました ～をたべました おもしろかったです	Model sentences Sentence relays (each student makes a new sentence. How many correct sentences can the class make in a set time frame?)	Sentence patterns	<i>Problematic knowledge</i>
5	Journal writing conventions	Use correct past tense sentences to talk about "what they did" in Japan	Look at features of model journal Draft a journal on "their" visit to Tokyo from information on worksheet Publish	Model journal Journal proforma	<i>Explicit quality criteria</i> <i>Substantive communication</i> Teacher edits journal draft

6	Variety of places to visit and stay in Japan (Should include somewhere in Hokkaido- Ainu)	Better understand Japanese geography and culture	1 postcard and 1 journal about each place visited Mark places “visited” on map	Internet sites Travel brochures, slides Videos: Michael Palin’s “Around the Pacific Rim”, “Travelling in Hokkaido” Magazines Realia Visiting Japanese sister-schools	Students submit each postcard and journal for editing and then submit compiled journal and postcards and map for assessment (Excellent opportunity for recognising efforts and achievements)
7	Correct pronunciation	Read known Japanese fluently and correctly pronounced	Record a journal entry on tape, write English questions about it <i>Extension</i> : Convert journal entry to a phone conversation and record	Own journal Tape and recorder Phone conversation proforma	<i>Substantive communication</i>
8	Looking for patterns in language	Listen for key words and phrases	Listen to class journal tapes and answer questions in English	Tape of class journals Copy of all questions	Peer assessment
<p>Evaluation and variation More able students can extend their language (joining sentences, adjectives, vocabulary); less able students are often proud to produce a body of work in a published form in Japanese, which they can read and understand.</p>					