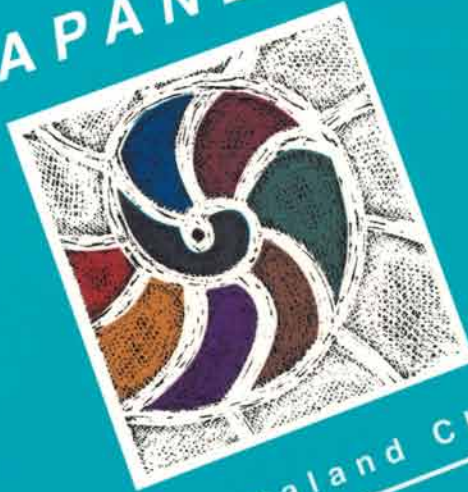


JAPANESE



in the New Zealand CURRICULUM

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Foreword

New Zealand needs people who are fluent in a variety of international languages in order to participate successfully in cultural exchanges, diplomacy, education, trade, and tourism.

The strong economic and cultural ties this country is developing with Japan make Japanese a particularly significant language for young New Zealanders. Because of increasing commerce and tourism in both countries, many students will have opportunities for personal contact and communication with Japanese people.

Japanese in the New Zealand Curriculum provides the basis for Japanese language programmes in primary and secondary schools. It gives students the opportunity to learn Japanese from the earliest practicable age and sets out a clear progression of achievement.

Japanese in the New Zealand Curriculum encourages students to broaden their knowledge beyond national stereotypes and national boundaries and will enable them to communicate more effectively with Japanese people. They will learn about the conventions of communicating in Japanese in a range of situations and will develop an understanding of Japanese culture.

This curriculum statement has been developed as a result of extensive consultation with leading teachers and educators in the field of Japanese language teaching. A draft statement was prepared and circulated to schools and other interested groups for comment in 1995. The views of all those who responded have been taken into account in preparing this final curriculum statement.

I am grateful to all those who contributed to the project, including the writers, the members of the review committee, reference groups, Ministry staff, and all the teachers who gave freely of their time, expertise, and experience.



Howard Fancy
Secretary for Education

Introduction

The New Zealand Curriculum Framework includes Language and Languages as one of the essential learning areas.

All students benefit from learning another language from the earliest practicable age. Such learning broadens students' general language abilities and brings their own language into sharper focus. It enriches them intellectually, socially, and culturally, offers an understanding of the ways in which other people think and behave, and furthers international relations and trade. Students will be able to choose from a range of Pacific, Asian, and European languages, all of which are important to New Zealand's regional and international interests.

The New Zealand Curriculum Framework, page 10

The purpose of *Japanese in the New Zealand Curriculum* is to provide teachers with a basis from which to plan programmes for students who are learning Japanese as a second or subsequent language in New Zealand schools. In keeping with the principles of *The New Zealand Curriculum Framework*, it is expected that primary and secondary schools that teach Japanese will use this statement to guide the development of Japanese language programmes.

Japanese in the New Zealand Curriculum is designed to provide continuity and a clear progression of achievement. Achievement objectives are provided at eight levels for each of three strands. The strands are:

- Language Skills;
- Communication Functions;
- Japanese Culture.

This statement supports the integration of the three strands, affirms the importance of using language for communicative purposes, and encourages teaching and learning approaches that are responsive to individual needs.

The statement includes ideas for learning and teaching, for possible cultural experiences, and for assessment as an integral part of the teaching and learning process. Structures and expressions are also suggested. The ideas are intended only as examples of possible directions for teachers in their planning. Further examples are provided in *Japanese in the New Zealand Curriculum: Support Material* (Ministry of Education, Wellington, 1998).

Why Learn Japanese?

If New Zealand is to participate successfully in diplomacy, education, trade, technology, tourism, and cultural exchanges, and take on humanitarian responsibilities, we will need people who are fluent in certain languages. Our education system needs to provide our young people with opportunities for learning more languages.

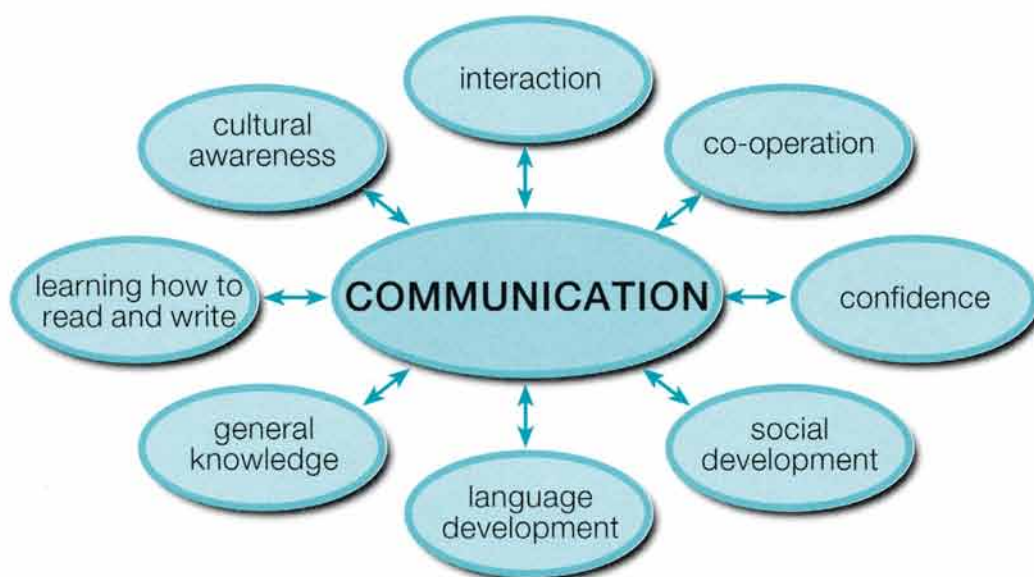
Japanese is a particularly significant language for New Zealand because of the important economic and cultural ties this country is developing with Japan. As a Pacific country, New Zealand has increasing contact with this major trading partner. The rapid increase in tourism in both countries provides many opportunities for personal contact and communication. In addition, students find it interesting and enriching to study a language and writing system so different from English and to learn about a culture so different from New Zealand's main cultures. Speakers of Māori and Pacific Islands languages often find it easy to reproduce Japanese orally because the vowel sounds are similar to their own.

By learning Japanese, New Zealanders can:

- broaden their knowledge beyond cultural stereotypes and national boundaries, and promote tolerance and positive attitudes between people of different linguistic, cultural, and national backgrounds;
- come to understand how Japanese people act and think, and develop an appreciation of Japanese language and culture;
- communicate more effectively with Japanese people and develop and maintain relationships with them;
- become confident in communicating with native Japanese speakers in the contexts of trade, travel, or tourism and in other professional, educational, or social situations;
- develop the skills, understandings, and attitudes that facilitate the learning of other languages;
- broaden their employment options, both in New Zealand and internationally;
- develop an awareness of the interdependence of all people.

Japanese in the New Zealand Curriculum is intended to make the Japanese language more accessible to a larger number of learners and to raise awareness of the importance of the language. It is designed to be used to develop Japanese-language learning programmes and to increase the effectiveness of existing programmes at both primary and secondary schools.

Effective Language Learning



Communication is the pivotal point of a language programme. Effective, stimulating, and varied communicative activities should form the basis of the teaching and learning programme. Through such activities, students become more experienced and confident in other areas (for example, cultural awareness) while involved in meaningful communication.

Communication in Japanese may be reinforced by many non-verbal techniques, particularly in the early stages. Such techniques include visual cues, mime, and gestures. In addition, teachers or students may repeat or rephrase what they have said, or they may give an example to clarify a point. Learners need to be offered examples and models of good usage. All these techniques should be used in realistic contexts that are relevant to the students' interests, experiences, and stage of Japanese language development.

Teachers and learners should make use of authentic Japanese materials wherever possible. Students should be exposed to all forms of discourse – listening, speaking, reading, and writing. Generally, simple structures will be learned first, but more complex structures may be introduced early if they are of high frequency or high interest value.

When students work in pairs and small groups, they are encouraged to interact with one another and can build up their confidence. Teachers can encourage students to explore the range of language and its possibilities in a variety of meaningful contexts. As the students gain experience in communicating in Japanese, they acquire the ability to use more complex language structures and become independent, spontaneous communicators.

Students learn in many different ways. A variety of activities will enhance the learning environment and increase interest, motivation, and enjoyment. A Japanese language programme with communication as its main goal includes certain features. These features must be carefully planned, implemented, integrated, and maintained. In a successful Japanese language programme:

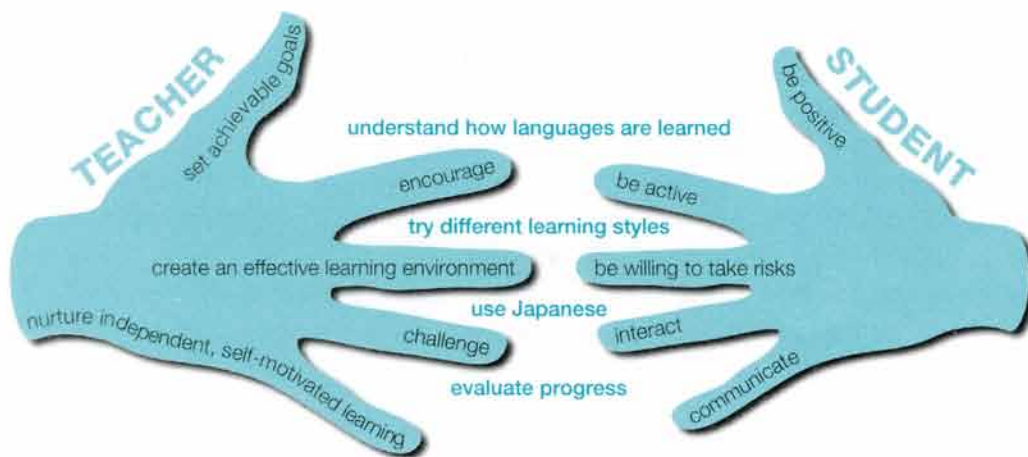
- the dominant language in the classroom is Japanese;
- students learn appropriate grammar when they need it to comprehend or convey messages in Japanese;
- communication involves using appropriate language for real purposes;
- communication will often have some personal importance or meaning for the students;

- communication will often be unrehearsed and may be unpredictable, especially in conversation;
- the development of listening skills is recognised as an essential part of language learning;
- students' conversation in Japanese is very important;
- classroom organisation is flexible, allowing pairing, grouping, and movement of students and teacher;
- when assessing, teachers and students place emphasis on communicative skills;
- Japanese culture (especially the current expression of language, beliefs, customs, social structures, and values) is stressed as an integral part of language learning;
- aspects of Japanese culture are compared with equivalent aspects in other cultures, including the students' own.

A Learning Partnership

In the learning partnership of student and teacher, the role of the teacher changes as the learners develop confidence in using the target language and take increasing responsibility for their own learning. The teacher supports the development of learners' confidence in using the target language by modelling good communication skills and by setting up a range of interactive activities that allow learners to feel comfortable about taking risks and making mistakes.

As language competence increases, the responsibility for learning is progressively transferred from teacher to student. Both partners contribute to the process of learning how to learn that occurs during language study.



Teachers need to:

- set clear, achievable goals with their students for learning the language;
- build the self-confidence of learners by consistently focusing on the successful production of language, not on failures;
- understand how languages are learned;
- create an effective learning environment in the classroom;
- recognise and allow for individual differences and learning styles;
- use Japanese for classroom management whenever possible;
- encourage interaction and communication among students, as well as between students and teachers;
- learn more about the students' perspectives, preferences, and needs through continued monitoring of their progress;

- consistently challenge learners to improve the quality of their performance and provide them with helpful feedback;
- recognise that language acquisition is a continuous but uneven process that involves the interaction of listening, speaking, reading, writing, and visual language, and that students progress at different rates;
- progressively nurture independent, self-motivated language learning.

Learners need to:

- interact and communicate;
- be positive, active, and willing learners of the language and culture;
- develop an understanding of how languages are learned;
- become aware of, and progressively build on, the language learning skills they have already;
- understand what they are trying to achieve in language learning;
- discover and develop language learning skills that are useful beyond the classroom;
- be committed to cumulative and consistent language learning;
- focus on the language they are learning;
- develop “guessing” skills to help them negotiate meaning;
- develop the habit of searching for meaning and asking for clarification;
- be willing to experiment and take risks with the language as part of their language development;
- be able to learn from mistakes, understanding that this is a natural part of the language learning process;
- learn to use appropriate reference materials;
- monitor their own progress towards their language learning targets.

Using Technology in Language Learning

Information technology makes a wider range of learning opportunities accessible to all students, including those who do not have ready access to school-based learning programmes. Information technology expands the mix of approaches teachers can use and lends itself well to small-group work and peer assessment. Word-processing programmes can be an excellent tool to aid students in learning languages. Interactive language-learning programmes and information about Japan can be accessed through such international connections as the Internet. Useful exchanges with other language learners can be established through computer links, both within New Zealand and with native speakers in other countries.

The Role of Grammatical Structures in the Language Programme

Grammatical structures are learned best when they are used to fulfil communication functions. For each function, the simpler structures are generally learned first. Teachers should tailor any grammatical and lexical complexities to their students’ immediate needs and avoid burdening learners with exceptions. For example, at level 1, とじる might be used by the teacher but would not necessarily become part of the students’ active vocabulary.

As part of the process of encouraging students to explore the range of the language and its possibilities, teachers should model structural patterns in communicative contexts. Students need to practise what they are learning so that they can use their Japanese to communicate spontaneously.

Responding to Error

Teachers need to find a productive balance between encouraging spontaneous communication and correcting errors. Errors are natural in the learning process. Even with incomplete structural knowledge of a language, students can be effective communicators, at least to some degree. During spontaneous conversation, teachers may choose to let the communication flow by allowing some mistakes to go uncorrected for the time being so that students in the early stages of learning can grow in confidence and willingness to use the language. As students progress through the levels, they will learn to communicate more accurately, just as small children do when learning their first language. Increasingly, they will become aware that accuracy is needed for really effective communication.

Some Specific Issues for Learning Japanese

The Japanese writing system presents a challenge to both teacher and student. The study of *kanji*, based on the characters of Chinese, and the study of the phonetic syllabaries *hiragana* and *katakana*, which are both derived from the Chinese characters, will open new horizons for many students.

Because the romanised script is not commonly used in Japan, it is considered valuable for the student to begin learning to write in Japanese as soon as is practicable. The actual timing will depend on the amount of time available, the continuity of instruction, and the maturity of the student. Students can enjoy many interesting activities, and make considerable progress in the spoken language, without writing Japanese. However, little progress can be made in reading and writing until the Japanese script has been mastered.

At level 1 in this statement, the achievement objectives for reading and writing recognise that, for many young beginners, there is not likely to be enough time available to master all the skills required to read and write Japanese script. When students read, they create meaning from text by making connections between what they read and what they already know. The communicative approach provides a meaningful framework for language learning, and using the *hiragana* chart can help students to become familiar with the sounds used in Japanese.

It is also important that students spend time developing neat, accurate writing habits from the very beginning. The clear formation of Japanese script and the neat presentation of work are culturally important. Teachers should expect correct stroke order from the outset, not only to ensure that students form their *kana* correctly but also to prepare them for writing *kanji*.

Kanji may be introduced appropriately at any time, depending on the interests of the students and teacher. *On* and *kun* readings should be taught. It is expected that students will have mastered *hiragana* by the end of level 2 and *katakana* by the end of level 4 and that *kanji* will play an increasing role from levels 5 through to 8. Students will be able to read and understand more *kanji* than they can write. They will soon become accustomed to the use of the more common characters because they will see them used in the classroom. Some students develop a special interest in the study of *kanji*. The *kanji* suggested in *Japanese in the New Zealand Curriculum: Support Material* will provide a good basis for continuing study.

Another issue in Japanese language learning is the use of the plain form. Since the plain form is necessary if speakers are to manipulate language, students should be exposed to it as early as possible. They will need to learn to recognise the plain form when they hear it used in informal language, and understand when it is appropriate to use it. Students will also need to know the plain form so

that they can use it when consulting the dictionary. Note that dictionary forms of verbs are used in the vocabulary lists in *Japanese in the New Zealand Curriculum: Support Material* and that, for consistency, plain forms are also used in the examples at each level in this curriculum statement, except where the plain form would be inappropriate.

The use of *keigo* presents a challenge to the learner of Japanese, but *keigo* is important because the complexity of Japanese society is reflected in the use of various levels of language, including *keigo*. *Keigo* is a significant sociocultural feature and, as such, it is recognised in the curriculum.

This curriculum statement recognises that students whose first language is English may take longer to reach a certain level of proficiency in Japanese than to attain a comparable level in another language that is more like English. The rate at which particular learners move through the sequence of levels will depend on such factors as the maturity of the learner, the amount of instructional time available, and (because language learning is cumulative) the continuity of the programme.

The Essential Skills

Language study contributes significantly to the development of the Essential Skills outlined in *The New Zealand Curriculum Framework*. Communication Skills, which are fundamental in the language classroom, are reflected specifically in the communication functions in *Japanese in the New Zealand Curriculum*. Both verbal and non-verbal communications, in a range of cultural, social, and linguistic contexts, are recognised as appropriate forms of the language.

Information Skills will be developed as students organise and analyse information, interpret different points of view, and distinguish fact from opinion. Students will have opportunities to enhance their Problem-solving Skills as they exercise their imagination, initiative, and flexibility through language, making connections and establishing relationships both with their first language and within the new language. Learning a new language provides many opportunities for critical, creative, and logical thinking.

Social and Co-operative Skills for language development are recognised through the inclusion of peer and group activities in the learning process. Group work and pair work feature in the language classroom as useful ways to encourage students to participate and to develop consideration and respect for others.

Self-management Skills and Work and Study Skills are developed through language learning because of the consistent and progressive nature of language acquisition and the frequent need for students to practise and revise their prior learning. Furthermore, the suggested learning activities in this curriculum statement include tasks that will allow students to be responsible for their own learning, and the suggested assessment activities provide opportunities for students to monitor their own progress.

Numeracy Skills are enhanced as students learn to manipulate Japanese in mathematical contexts, including telling times, discussing dates, and using measurements.

Physical Skills could also be included in the language programme, especially at the primary level, as students participate in cultural activities, including sports, games, and dance.

Attitudes and Values

The attitudes and values of *The New Zealand Curriculum Framework* will be reflected in the Japanese language classroom. As part of the school curriculum, *Japanese in the New Zealand Curriculum* will help students to develop and clarify their own values and beliefs and to respect, and be sensitive to, the rights of people who may hold values and attitudes that differ from their own. Personal as well as collective attitudes will be explored, which will help individual students to develop positive attitudes towards learning as a life-long process. As they compare themselves and their country with Japanese people and Japan, students will examine the context and implications of their own attitudes, of New Zealand's social system, and of the values on which different social structures are based.

The Japanese Curriculum

The Japanese curriculum is based on eight progressive levels that are defined by a series of achievement objectives. It is the responsibility of schools and teachers to develop and deliver programmes to realise these objectives. *Japanese in the New Zealand Curriculum* allows teachers to cater for emergent language programmes in primary and intermediate schools, as well as for more concentrated programmes starting at various year levels in secondary schools.

This curriculum statement allows a range of entry points, which will allow for the differing language backgrounds of students in New Zealand schools. For example, the framework can accommodate students who are already fluent in oral Japanese, or have some familiarity with the spoken language, but lack a comparable ability in the written language.

The curriculum includes aims, strands, achievement objectives, suggested structures and expressions, examples, suggested learning activities, and ideas for assessment. These are intended to guide teachers in planning programmes.

This statement is intended to be used as a basis for the development of communicative, interactive, experience-based courses that recognise the spiral nature of language learning and give ample opportunity for repetition and revision. It is envisaged that learners will move up this spiral, each time achieving the objectives through the use of more complex language.

Teachers need not feel unduly constrained by the levels. They may, for example, use material from a higher level to supplement the material of the level on which they are working, where this is appropriate to the interests and abilities of their students.

In planning programmes, teachers are encouraged to build on learners' prior knowledge, needs, and interests and to make use of the material and human resources available. Possible areas of experience and related topics are indicated in the suggested learning activities provided at each level. Further examples for teachers to consider are provided in *Japanese in the New Zealand Curriculum: Support Material*.

The Structure of *Japanese in the New Zealand Curriculum*

Aims

for language learning
include *general aims* and *achievement aims*.

The aims of the Japanese curriculum cover all eight levels.

The Strands,

Language Skills, Communication Functions, and Japanese Culture,
are derived from the achievement aims.

Achievement Objectives

are listed for each of the three strands
at each level.

Suggested Structures, Expressions, and Examples

indicate the linguistic content expected
and suggest the degree of difficulty for each level.

Suggested Learning Activities

provide authentic contexts through which
students can fulfil the Communication Functions.

Suggested Assessment Activities

provide opportunities for teachers and students
to assess students' progress.

Aims

General Aims

The general aims for language learning are consistent with the principles for Language and Languages stated in *The New Zealand Curriculum Framework* (page 10). The aims are:

- to encourage the learning of another language from the earliest practicable age;
- to broaden students' general language abilities and to bring their own language into sharper focus;
- to enrich students intellectually, socially, and culturally;
- to develop an understanding of the ways in which other people think and behave;
- to further international relations and trade.

Achievement Aims

Students will:

- develop the skills needed to understand and use spoken and written Japanese;
- communicate effectively in Japanese for authentic purposes;
- learn the conventions of communicating in Japanese and develop an understanding of Japanese culture.

Levels

The eight levels define a natural progression of learning. Differentiation between levels is built in through:

- the increasing complexity of the learning activities;
- the increasing range and variety of the language used;
- the expectation of increasing learner independence.

The levels defined by the curriculum do not necessarily coincide with students' years of schooling. Teachers will have to make careful decisions about which curriculum levels their students should be working at, given the time available in the school timetable and the students' prior knowledge of the subject. Students may begin at level 1 at any age. However, the objectives at curriculum levels 6, 7, and 8 are directly related to qualifications at National Qualifications Framework levels 1, 2, and 3. For example, the prescription for School Certificate Japanese is based on objectives at curriculum level 6.

Students who have prior learning in Japanese should be able to enter the secondary school programme at an appropriate level.

The Strands

The three strands relate to the three achievement aims. The Language Skills strand defines the linguistic requirements at each level; the Communication Functions strand describes the communicative purposes for which students will use Japanese; and the Japanese Culture strand outlines aspects of Japanese life and customs, including the conventions students need to learn so that they can communicate effectively with Japanese speakers.

Language Skills

This strand defines linguistic requirements at each level, generally in terms of oral language (listening and speaking) and written language (reading and writing).

Listening includes:

- understanding, and responding appropriately, in a conversational context;
- getting the gist of spoken language;
- identifying detail in, and drawing specific meaning from, information in spoken language.

Speaking includes:

- speaking fluently and accurately with increasing complexity;
- conversing in social exchanges with increasing competence;
- speaking to an audience with increasing confidence.

Reading includes:

- getting the gist of written language;
- identifying detail in, and drawing specific meaning from, information in written language.

Writing includes:

- writing with increasing fluency and accuracy;
- adapting text, writing pieces based on models, and using different genres.

Communication Functions

This strand reflects the communicative competence that students are expected to achieve at each level. It also indicates how the language is to be used in authentic communication. Although different functions are described for each level, teachers can return to functions at any level, increasing the complexity of the structures and vocabulary for more advanced students.

The communication functions may be practised in a variety of contexts, according to the interest and experience of the learners. However, students generally find it more natural to learn another language when the context is familiar to them and they can progress gradually from the known to the unknown. Broad areas of interest could be addressed progressively at the various levels as the range of learners' interests and abilities gradually expands. For example, "speaking about myself, my family, and other people" would be a fundamental area that students could address very simply at level 1 and expand at subsequent levels. In this context, describing feelings or health could be appropriate at level 5, and discussing abstract ideas or national customs could be appropriate at level 8.

Japanese Culture

Culture embodies the everyday experiences and lifestyles of native speakers as well as the historical background of their language. Language and culture are inextricably interwoven. Aspects of Japanese culture cannot be separated from communicative functions and language skills. Through this strand, students will develop an awareness and appreciation of Japanese culture. Where possible, they will use Japanese language when learning about aspects of Japanese culture. For example, key words, such as *とこのま*, *たたみ*, and *げんかん*, could be included on a sketch of a Japanese house, even when explanations in English might also be necessary for students at the early levels.

Cultural content material should be integrated appropriately as the opportunity arises or as student interest suggests. Some topics that could be appropriate at levels 1 to 6 and levels 7 to 8 are listed in *Japanese in the New Zealand Curriculum: Support Material*, in the section on Sociocultural Aspects. Teachers should try to broaden and vary the cultural content of their teaching. They should also keep their knowledge of Japanese culture up to date. It is important to compare the New Zealand experience with that of other cultures.

The Achievement Objectives

The achievement objectives describe what learners are expected to achieve within the three strands at the various levels.

Suggested Structures, Expressions, and Examples

Structures, expressions, and examples are suggested to indicate the linguistic content expected at each level. Expressions should be learned as a whole; students are not expected to apply the structures that make up these expressions at the level in which they are currently working. The structures, expressions, and examples listed in this book should be read in conjunction with the achievement objectives at the same levels and with the appropriate sections of *Japanese in the New Zealand Curriculum: Support Material*. Teachers are not required to keep strictly to the content of the consecutive levels as it is presented in this curriculum statement. The structures, expressions, and vocabulary used in the examples are only suggested, not prescribed, and teachers should feel free to modify and expand these to match the resources available and to meet their students' needs. Because language acquisition is a cumulative process, many structures that learners meet at one level will later be revisited or extended in other contexts as they progress. The flexible nature of *Japanese in the New Zealand Curriculum* allows teachers to move about within the levels to create a programme appropriate to their teaching situation. For convenience and consistency, the structures and examples are given in the plain form, except where this is inappropriate. The recognition of the plain form is to be encouraged as early as possible and practised as appropriate.

Suggested Learning Activities

The suggested learning activities introduce and reinforce language skills, functions, culture, structures, expressions, and vocabulary at each level. Many of the learning activities in the tables for each level are complex activities (that is, they are combinations of activities that give particular focus to the context in the classroom for one or more communication functions). Because starting points for learning Japanese in New Zealand schools may vary, teachers of younger students will need to present learning activities that are suitable for the ages of the children they teach. Similarly, teachers of older students will need to interpret and adapt the curriculum to meet the requirements of those students. Examples of possible learning activities that are suitable for different age groups have been included in this statement. Wherever possible, these should be tailored to suit students by acknowledging and including their backgrounds and cultures. When teachers modify learning activities to match the needs, interests, and backgrounds of their students, learning programmes become more enjoyable and meaningful.

Suggested Assessment Activities

The suggested assessment activities in the tables at each level provide ideas for measuring language learning in communicative situations. Typically, teachers' assessments will be ongoing and will provide immediate, frequent, and regular feedback to help students to develop their language skills. Assessment will include teachers' informal observation of classroom learning as well as end-of-unit tasks that are designed to measure and record the acquisition of skills. Assessment can be included in both class work and homework.

Students should be encouraged to monitor their own progress. A self-assessment checklist is included at every level. Ideas for peer assessment are given on page 30.

Assessment should be based on activities that assess skills in communicative contexts. All forms of assessment should be regarded as diagnostic, providing students with constructive feedback and helping teachers to evaluate the effectiveness of programmes. It is important for teachers to ensure that assessment procedures are explained clearly, so that students understand them.

Assessment is a continuing process that measures the development of knowledge and skills against the stated objectives. Assessment should:

- motivate learners;
- evaluate the effectiveness of both teaching and learning;
- diagnose and monitor learners' strengths and needs to provide information for future programme planning;
- provide feedback to students, parents, school administrators, and the wider community.

Teachers are advised to:

- talk regularly and informally with students about their progress, their needs, and the kind of help they require;
- help students to develop peer-assessment and self-assessment strategies;
- observe and record the progress of individual students.

Students should be encouraged to:

- measure and record their progress on checklists that show achievement in terms of what they can do with the language;
- reflect on what and how they have learned, so that they can understand the learning process better and work more effectively towards their language learning objectives;

- maintain portfolios of their work, including samples of written language, tapes that record their progress in oral language, and other language-related work.

Assessment tasks should reflect the purpose of the activities, the expected language content, and the purposes for which skills are used in everyday situations. Assessment should measure both communicative competence and linguistic accuracy and should allow for a range of students' responses rather than anticipating strictly predetermined language content.

The Stages of Language Development

The sequence of learners' language development may be described in the following stages:

- Emergent Communication;
- Survival Skills;
- Social Competence;
- Personal Independence.

As students succeed in mastering the tasks of each level, they will continue to be able to carry out the tasks of previous levels, with increasing sophistication in their use of language. The natural progression of language development provides the rationale for the content of this curriculum statement. However, New Zealanders learning Japanese as a second or subsequent language are unlikely to reach the stage of personal independence at secondary school levels.

Emergent Communication

At this stage, learners can understand language that contains well-rehearsed sentence patterns and familiar vocabulary. They can interact in predictable exchanges. They can read and write straightforward versions of what they have learned to say. They are aware of the typical cultural conventions that operate in interpersonal communication and understand these. Although they may be enthusiastic participants in class, learners may still be reticent about using Japanese outside the classroom.

Survival Skills

At this stage, learners can cope with a variety of routine situations when visiting Japan or when dealing with Japanese speakers in New Zealand. They can use familiar language with some flexibility and pick up some new language from its use in context. They can read and write notes and short letters. They can understand many Japanese customs and make use of them. Although their confidence is growing, they may still be hesitant about talking to native speakers in some situations.

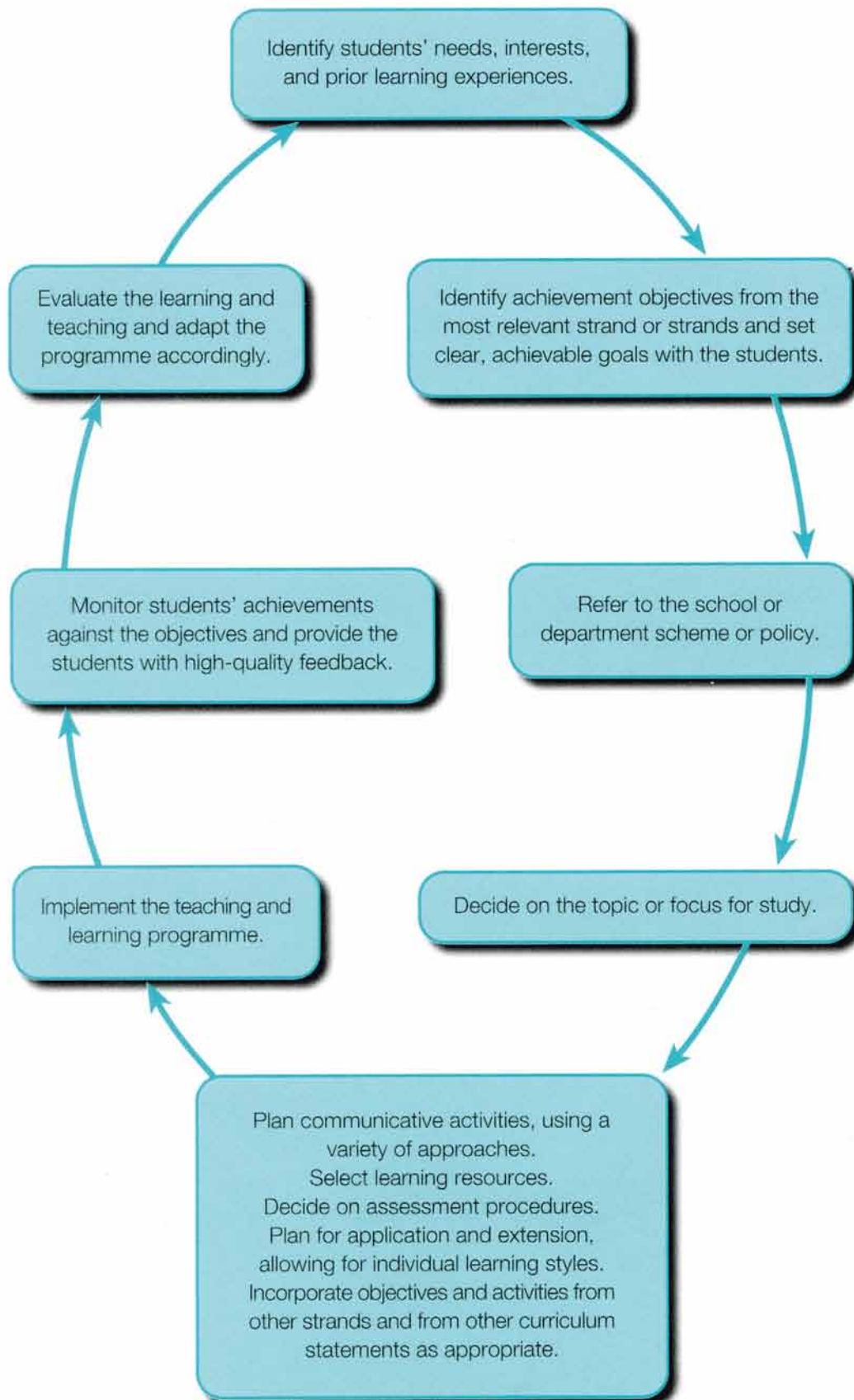
Social Competence

At this stage, learners are confident enough to seek out opportunities to use Japanese. They can initiate and sustain a conversation with a sympathetic native speaker and can speak at some length if required. They can interact flexibly in familiar social situations and cope with some less familiar ones. (A less familiar situation is defined as one that is outside the students' personal experience but that they have learned about in the course of instruction.) They can use basic language patterns spontaneously. They show a willingness to experiment with new language and to read independently. They can write extended passages and personal letters. Their behaviour is culturally appropriate in most social situations, and they are sensitive to the values held by Japanese people.

Personal Independence

At this stage, learners can take part in general conversation with native speakers, understanding most of what is said and contributing relevant comments. They can present and explain some of their own ideas and opinions and can use language imaginatively. Despite the difficulties of reading many authentic Japanese materials, they can read some selected texts. They are comfortable interacting with native speakers, especially those of their own age, in social situations.

An Approach to Planning



The National Qualifications Framework and Unit Standards

This curriculum statement is the guiding document for the development of learning and teaching programmes for Japanese. It also provides the basis for developing unit standards, which are the “building blocks” of the National Qualifications Framework. These unit standards are not units of work in themselves; their function is to specify standards of assessment.

Assessment for the National Qualifications Framework should be integrated with learning and will generally be carried out within the school by the teacher. The New Zealand Qualifications Authority will provide advice on appropriate assessment procedures to be used for this purpose.

Unit standards for schools encompass levels 1 to 3 of the National Qualifications Framework. These qualification levels equate to levels 6, 7, and 8 of the New Zealand Curriculum.

Japanese in the New Zealand Curriculum

Level 1

Students at this level are at the Emergent Communication stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- recognise, respond to, and use simple sentences appropriately in listening and speaking;
- in reading and writing, recognise the different scripts and copy simple words and *kanji*.

Communication Functions

Students should be able to:

- greet and farewell people;
- recognise and respond to greetings, farewells, and introductions;
- introduce themselves and others;
- recognise and respond to classroom expressions and simple instructions;
- use the numbers 0 to 20;
- express and respond to apology and thanks.

Japanese Culture

Students should be able to:

- follow basic cultural conventions that operate when meeting Japanese people;
- demonstrate knowledge about Japan and Japanese people.

For each of the achievement objectives for the communication functions at level 1, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 1 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. greet and farewell people;	おはようございます。 こんにちは。こんばんは。 さようなら。じゃ、また。	
2. recognise and respond to greetings, farewells, and introductions;	~です はじめまして。どうぞよろしく。 ~ですか ~じん	わたしは~です。 こちらは、もりさんです。日本じんです。 日本じんですか。そうです。
3. introduce themselves and others;	~は？	おなまえは？ でんわばんごうは？
4. recognise and respond to classroom expressions and simple instructions;	しずかにしてください。 よくきいてください。 てをあげてください。 わかりません。 はい。／ええ。 いいえ。 もういちど(おねがいします)。 どうぞ。	
5. use the numbers 0 to 20;	numbers: 0 to 20 counters: ~さい なんさいですか。	でんわばんごうは699-0812です。 じゅうさんさいです。
6. express and respond to apology and thanks.	すみません(が)、... おそくなってすみません。 (どうも)ありがとうございます。 いいえ、どういたしまして。 どうもすみません。	

<p>Suggested Learning Activities</p> <p><i>Students could be learning through:</i></p>	<p>Suggested Assessment Activities</p> <p><i>Teachers could assess students' progress when students are:</i></p>
<p>acting the parts of delegates at a Japan-New Zealand student conference and role-playing greetings and introductions;</p> <p>following classroom instructions;</p> <p>sharing such information as their ages and phone numbers through the exchange of simple namecards.</p>	<p>locating the main islands and cities on a map of Japan and labelling them in English (Japanese Culture);</p> <p>listening to spoken greetings and identifying specific pictures that show people greeting one another in that way (Listening);</p> <p>role-playing people meeting each other for the first time (Listening, Speaking);</p> <p>numbering pictures in order according to what is said (Listening);</p> <p>listening to instructions (for example, すわってください。たってください。まどをあけてください。) and identifying pictures showing people following these instructions (Listening);</p> <p>following spoken or written instructions to circle certain numbers in a list (Listening, Reading);</p> <p>choosing the pictures that go with particular spoken words (Listening);</p> <p>listening to statements spoken by the teacher and marking them true or false (Listening);</p> <p>listening to a tape and ticking the appropriate response to certain statements or questions (Listening).</p>

Suggested Learning Activities (continued)

Students could be learning through:

- making “big books” (A3 size, with pictures and very little writing);
- moving around the room and greeting one another according to the time posted at various points;
- role-playing introductions, asking each other’s names, farewells, and bowing;
- playing Find Your Partner, using cards with names;
- playing Simon Says, giving classroom instructions;
- practising the use of numbers by asking for one another’s phone numbers;
- sharing what they already know about Japan and its language and people;
- making a poster about Japan;
- locating Japan on a world map, then labelling the main islands and cities on a map of Japan;
- watching and discussing videos about Japan;
- practising the sounds of the Japanese language, using the *hiragana* chart;
- listening to simple Japanese songs and singing them together;
- playing Bingo with Japanese numbers;
- playing communicative games, such as counting games and フルーツバスケット;
- learning the *kanji* for the word “Japan” and for the Japanese numbers 1 to 10;
- practising writing *kanji* with water on the blackboard or with brush and paper.

For younger students, the following activities may also be useful:

- students could learn the words for colours in Japanese and then be asked to colour in *kana* in the correct stroke order, for example, first stroke blue, second stroke red, and so on (they could also complete paint-by-numbers patterns on *koinobori*);
- students could learn the words for body parts through songs and games;
- students could learn animal names and sounds.

Ideas for Assessment

Teachers could assess students’ work during any of the suggested learning activities.

Students can assess their peers, especially when they are working in pairs or groups.

For example, students could monitor one another’s progress when they are:

- asking one another about vocabulary and phrases;
- taking part in guided dialogues;
- doing question and answer tests together;
- doing information-gap and substitution exercises;
- working together at a computer.

At level 1, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can introduce myself.
- I can introduce my friend.
- I can greet people appropriately.
- I can farewell people appropriately.
- I can count to twenty.
- I can say my telephone number.
- I can apologise.
- I can thank someone.
- I can understand classroom instructions.
- I can identify the main islands of Japan.
- I can identify six cities in Japan.

Japanese in the New Zealand Curriculum

Level 2

Students at this level are at the Emergent Communication stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- listen to short conversations and read short texts, identifying the key details;
- interact in simple conversations;
- write short sentences, using *hiragana* and some *kanji*.

Communication Functions

Students should be able to:

- ask about and respond to personal information about themselves and others;
- use the numbers 0 to 100;
- recognise, express, and ask about likes and dislikes;
- ask for something;
- ask someone to do something;
- identify activities and describe them (in a simple way);
- use the words for hours, days of the week, and months;
- recognise and talk about when activities take place;
- say how often they do things;
- ask or tell someone how to say something in English or in Japanese;
- give and receive compliments and congratulations.

Japanese Culture

Students should be able to:

- demonstrate knowledge of everyday life in Japanese schools.

For each of the achievement objectives for the communication functions at level 2, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 2 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. ask about and respond to personal information about themselves and others;	～か (interrogative) ～は～です ～に～している ～じゃない／～じゃありません interrogatives: なに／なん～、どこ	どこに～していますか。ニュージーランドに～しています。 日本じんですか。いいえ、日本じんじゃないです。 どこからですか。かんこくからです。
2. use the numbers 0 to 100;	numbers: 0 to 100 ～ねんせい	なんねんせいですか。九ねんせいです。
3. recognise, express, and ask about likes and dislikes;	～が／は すき／きらい と (and) や (and)	なにがすきですか。すうがくやりかがすきです。
4. ask for something;	～をください	えんぴつとかみをください。
5. ask someone to do something;	～てください	すわってください。
6. identify activities and describe them (in a simple way);	～をする	やきゅうをします。
7. use the words for hours, days of the week, and months;	time (～がつ／～ようび／～じ)です	たんじょうびはいつですか。さんがつです。
8. recognise and talk about when activities take place;	time に～をする interrogative: いつか (or)	二じにやきゅうをします。 きんようびかどようびにれんしゅうをします。
9. say how often they do things;	よく／ときどき	よくべんきょうします。
10. ask or tell someone how to say something in English or in Japanese;	～は 日本ごで／えいごで なんですか	やきゅうはえいごでなんですか。
11. give and receive compliments and congratulations.	(お)たんじょうびおめでとう。 ～がじょうずですね。 ～ね いいえ、まだまだ。 (どうも)ありがとうございます。	日本ごが(お)じょうずですね。

Suggested Learning Activities

Students could be learning through:

introducing themselves and others to Japanese visitors to the school;

developing profiles of class members, including such information as where they live and their nationality, age, likes, dislikes, and birth month;

keeping a simple diary for one week, noting a few times and activities for each day;

commending classmates, in a prizegiving ceremony, for their skills in *hiragana* writing, sports, mathematics, and so on.

Suggested Assessment Activities

Teachers could assess students' progress when students are:

listening to statements spoken by the teacher and marking them true or false (Listening);

completing a multiple-choice worksheet about their likes and dislikes (Reading);

choosing the correct picture according to a spoken or written description (Listening/Reading);

responding, orally or in writing, to questions about a school timetable (Listening/Reading, Speaking/Writing);

taking part in a conversation (Listening, Speaking);

role-playing dialogues in which people are introduced (Listening, Speaking);

giving a simple talk, for example, *じこしょうかい* (Speaking);

identifying people, activities, and objects shown in pictures (Speaking/Writing).

Suggested Learning Activities (continued)

Students could be learning through:

- identifying a particular picture from spoken information;
- learning to recognise the Japanese names for labelled classroom objects;
- playing Numbers Bingo;
- conducting a survey of class preferences;
- miming activities for others to guess and name;
- playing What's the Time, Mr Wolf?;
- writing the *kanji* for the days of the week and for dates;
- writing, from dictation, a short passage that includes personal information;
- drawing a picture according to oral instructions;
- reading a description and then drawing the person or thing described;
- expanding じこしょうかい begun at level 1 and using it spontaneously;
- taking part in circle activities in which each person in the circle asks their neighbour on the right about their age, their birthday, and something they like and then passes on this information to the person on their left;
- giving their ages and birth months and then forming themselves into a continuum across the classroom accordingly;
- singing and memorising songs, such as こんにちはあかちゃん、むすんでひらいて;
- drawing an outline of each class member and then writing some appropriate personal details within the outline;
- writing descriptions of unnamed class members so that others can read the information and guess the identities;
- asking each other questions about where they live and then marking the places on a map of the school neighbourhood;
- working in pairs, asking partners about their school timetable;
- writing captions for simple drawings of everyday routines or activities;
- playing Battleships in pairs, using *hiragana*;
- finding out what the time is in different parts of the world and writing these times on a map;
- using their whole bodies to "draw" *kana* or *kanji*;
- playing a relay game in which they practise writing *hiragana* on the board as they hear it spoken;
- lining up for a team game in which each student "writes" a *hiragana* character with their finger on the back of the student in front, passing the symbol from the back of the line to the leader of the team, who then draws it on the board;
- playing かるた;
- comparing New Zealand schools and school timetables with Japanese ones;
- making contact with a school in Japan;
- exchanging information about their favourite things;
- watching videos of Japanese festivals, particularly those relating to people of specific ages.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 2, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can say where I come from and where I live.
- I can use the numbers 0 to 100.
- I can say what I like or dislike.
- I can ask for something.
- I can ask someone to do something.
- I can recognise and talk about sports and school subjects.
- I can recognise the days of the week and months of the year in *kanji*.
- I can recognise hours.
- I can say how often I do something.
- I can ask how to say something and then respond accordingly.
- I can offer and respond to compliments and congratulations.
- I can read and write *hiragana*.
- I can say something about school life in Japan.

Japanese in the New Zealand Curriculum

Level 3

Students at this level are at the Emergent Communication stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- get the gist of short spoken or written dialogues and texts, identifying the key details and responding appropriately;
- interact in everyday conversations, using variations of learned words and phrases;
- apply their knowledge of vocabulary and structures to write and manipulate learned phrases and sentences, using *hiragana*, some *katakana*, and some *kanji*.

Communication Functions

Students should be able to:

- recognise, ask about, and talk about the existence of people, places, animals, and things;
- point out or identify people, places, animals, and things;
- recognise, express, and enquire about the relationships between people and things;
- recognise descriptions of themselves, other people, and animals;
- describe themselves, other people, and animals;
- express desire for, offer, accept, and refuse things;
- recognise, issue, accept, and decline invitations;
- recognise, express, and enquire about physical feelings, such as hunger and thirst;
- use dates;
- recognise, ask about, and talk about where, when, and how often activities take place;
- recognise, ask about, and talk about future plans, as well as past, present, and future activities.

Japanese Culture

Students should be able to:

- demonstrate knowledge of Japanese family life.

For each of the achievement objectives for the communication functions at level 3, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 3 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. recognise, ask about, and talk about the existence of people, places, animals, and things;	～が quantity いる／ある counters: ～にん、～ひき interrogatives: どの／だれ／どれ／どなた	おにいさんがいる？ あにがひとりいる。
2. point out or identify people, places, animals, and things;	demonstratives: この／その／あの、これ／それ／あれ、ここ／そこ／あそこ	せんせいのほんはどこですか。あそこです。
3. recognise, express, and enquire about the relationships between people and things;	noun の noun (possessive and descriptive)	ここは日本語のきょうしつです。ともだちのうちにいく。
4. recognise descriptions of themselves, other people, and animals;	は (as topic or contrast) ～は part(s) of body が adjective です い-adjective noun な-adjective noun	さかなはすきですが、にくはきらいです。あねはせがたかい。 くるいねこです。 げんきないぬはうるさいね。
5. describe themselves, other people, and animals;		
6. express desire for, offer, accept, and refuse things;	～がほしい ～はいかが(ですか) ～でも (offering choice) ～はちょっと... いただきます。 けっこうです。	のみものがほしい。 コーヒーでもいかが？ コーヒーはちょっと... じゃ、コーラは？いただきます。
7. recognise, issue, accept, and decline invitations;	verb-stem + ませんか verb-stem + ましょう おねがいします。 もしもし しつれいします。	どうようびにうちにきませんか。はい、いきます。 うたをうたいましょう。
8. recognise, express, and enquire about physical feelings, such as hunger and thirst;	おなかがすきました。 のどがかわきました。	
9. use dates;	～ねん／～がつ／～にち	十二月二十三日はわたしのたんじょうびです。
10. recognise, ask about, and talk about where, when, and how often activities take place;	place に／へ verb of motion transport で verb of motion tool で verb ～ふん time に verb place で action	がっこうにあるいていく。 くるまでかえる。 えんぴつでかいてください。 がっこうは八じ三十五ふんにはじまる。 せんしゅうのきんようびにえいがをみた。 こうえんであそぶ。
11. recognise, ask about, and talk about future plans, as well as past, present, and future activities.	verb-stem + ます／ません／ました／ませんでした	きのうがっこうへいきましたか。 いいえ、いきませんでした。うちにいました。でも、あしたはいきます。

Suggested Learning Activities

Students could be learning through:

completing family trees of their own families and comparing them with those of other students and of Japanese families;

planning a weekend for which they have invited a friend to stay;

planning, preparing, and eating a Japanese-style meal together in the classroom (for example, noodles, *sushi*, or *okonomiyaki*);

preparing for Japanese visitors with *じこしょうかい* and a programme of activities;

creating a profile of class members to exchange with other classes or schools;

organising a birthday party and discussing food and activities as well as presents to be purchased.

Suggested Assessment Activities

Teachers could assess students' progress when students are:

sharing their spoken or written descriptions of pictures or family photos (Listening/Reading, Speaking/Writing);

matching, completing, or choosing pictures according to a spoken or written description (Listening/Reading);

using information-gap material as the basis for talking about daily activities and weekend plans (Listening, Reading, Speaking, Writing);

matching *kanji* dates to dates written or spoken in English (Listening/Reading);

making brief diary entries (Writing);

completing given diary entries according to spoken or written information and then expanding these entries (Listening/Reading, Writing);

filling in a family tree from a spoken account (Listening);

giving a short talk about a person or activity (Speaking);

interviewing the teacher about hobbies, activities, or family (Listening, Speaking);

taking part in a guided dialogue in which they accept or refuse items (Listening, Speaking);

answering questions in English after reading or listening to a Japanese passage (Listening/Reading);

making up Japanese text to fill in the gaps in a passage of Japanese (Listening/Reading, Speaking/Writing);

matching labels with the corresponding pictures (Reading);

labelling items in *katakana* (Writing);

writing down dictated words in *katakana* (Listening, Writing);

role-playing telephone conversations in which they invite friends out (Listening, Speaking).

Suggested Learning Activities (continued)

Students could be learning through:

- playing Happy Families;
- writing questions and then conducting a survey of other students' families, pets, hobbies, or means of transport to school;
- finding other members of "their" family, as shown on cards;
- writing descriptions;
- drawing and labelling family portraits;
- discussing family pets;
- issuing and responding to invitations;
- using picture cards of places and means of transport to tell a simple story;
- describing the week's activities;
- locating objects and people in a drawing, photograph, or picture;
- guessing who or what is being described;
- playing games in which articles belonging to various class members are matched up with their owners;
- making a chart of class members' birthdays;
- making posters that feature sports in Japan and New Zealand;
- making a simple timeline of Japanese history;
- finding out about Japanese traditional food;
- choosing the right text from several alternatives provided to fill in the gap in a passage of Japanese;
- practising the use of chopsticks and then playing relay games in which they are used to convey objects.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 3, students could assess their own progress using the following checklist.

Self-assessment Checklist

I can describe people and animals.

I can identify people and places.

I can express the relationship between people and things.

I can ask for things and respond politely.

I can issue and accept invitations.

I can say I am hungry or thirsty.

I can say what the date is.

I can talk about when and where things happen.

I can talk about what I do and don't do, what I did and didn't do, and what I will and won't do.

I can use chopsticks.

I can read and write all *hiragana*, some *katakana*, and some *kanji*.

Japanese in the New Zealand Curriculum

Level 4

Students at this level are at the Emergent Communication and Survival Skills stages.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- recognise and respond to details in spoken and written Japanese;
- initiate and maintain short conversations;
- create short passages in *hiragana*, *katakana*, and some *kanji*, as appropriate.

Communication Functions

Students should be able to:

- recognise, ask about, and talk about the location of people, places, and things;
- recognise descriptions of themselves and others (including their clothing and occupations);
- describe themselves and others (including their clothing and occupations);
- recognise, ask about, and express ability and inability;
- enquire about the weather and comment on it;
- ask about, express, and respond to comments about events and ongoing actions, referring to themselves;
- recognise, ask about, and talk about the frequency of activities and events;
- recognise and respond to a description of a sequence of activities and events;
- describe and narrate activities and events in a sequence;
- ask for and respond to simple directions.

Japanese Culture

Students should be able to:

- demonstrate knowledge of housing, leisure, and annual events in Japan.

For each of the achievement objectives for the communication functions at level 4, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 4 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. recognise, ask about, and talk about the location of people, places, and things;	～は～にある／にいる demonstratives: こちら／そちら／あちら／どちら ～にちかい／～からとおい	うちがっこうのそばにある。 きのしたにいぬがいる。 おくにはどちらですか。 うみからとおい。
2. recognise descriptions of themselves and others (including their clothing and occupations);	～ている negative adjective past adjective い-adjective stem + くて な-adjective/noun で	あのひとはめがねをかけている。 せがたかくない／くなかった。 おもしろくなかった。 しごとはむずかしかった。 めがおおきくて、きれい。 ゆうめいで、おかねがたくさんある。 ははもちちもぎんこうにつとめている。
3. describe themselves and others (including their clothing and occupations);	noun も ～につとめている／ ～ではたらいっている ～が／～ですが (but)	そのシャツはたかいです、いいです。
4. recognise, ask about, and express ability and inability;	～ができる ～よ ぜんぜん + negative	ネットボールができる？ できるよ。 サッカーがぜんぜんできない。
5. enquire about the weather and comment on it;	adjective/noun でしょう	あしたはあめでしょう。
6. ask about, express, and respond to comments about events and ongoing actions, referring to themselves;	verb-stem + に行く ～ている	レストランへたべに行く。 まどのそばにすわっている。
7. recognise, ask about, and talk about the frequency of activities and events;	～かい (number of times) あまり + negative	いっしゅうかんにいっかいれんしゅうする。 まいにちバスにのって、まちに行く。 あまりじてんしゃをつかわない。
8. recognise and respond to a description of a sequence of activities and events;	person と (いっしょに) adverbs ～て、verb (joining phrases or sentences)	かぞくとはなみにいく。 きれいにかいてください。 はやくおきる。 九じごろおふろにはいって、ねる。 おきてから、シャワーをあびる。 四じから五じまでピアノをれんしゅうする。
9. describe and narrate activities and events in a sequence;	～てから (time) ～から～まで	(Examples from previous row)
10. ask for and respond to simple directions.	(place) ～から～まで	ここからしんごうまでいって、みぎにまがる。

<p>Suggested Learning Activities</p> <p><i>Students could be learning through:</i></p>	<p>Suggested Assessment Activities</p> <p><i>Teachers could assess students' progress when students are:</i></p>
<p>presenting a television programme such as a weather forecast, a fashion parade, or a documentary, for visitors, about the local area;</p> <p>preparing basic information about the school or town and describing the location of key features;</p> <p>organising a scavenger hunt with clues or planning a guided tour of the local area, perhaps in preparation for an exchange day with another school;</p> <p>writing a letter to prospective overseas guests describing the layout of the host's house and the area that surrounds it;</p> <p>describing a series of photographs of their family, home life, and leisure activities as practice for a homestay in Japan;</p> <p>making a video, with narrated commentary, on "A Day in the Life of a New Zealand Student" to send to an exchange school.</p>	<p>reporting back on a survey (Speaking/ Writing);</p> <p>adding spoken or written weather information to a map (Listening/ Reading);</p> <p>sequencing segments of a narrative (Reading);</p> <p>marking a route on a map according to spoken or written instructions (Listening/ Reading);</p> <p>completing a drawing or sketch from a spoken or written account (Listening/ Reading);</p> <p>describing a picture (Speaking/ Writing);</p> <p>choosing one option from a set of descriptions or drawings according to a spoken or written instruction (Listening/ Reading);</p> <p>completing a passage by choosing the correct words from a selection (Listening/ Reading);</p> <p>giving a short talk about weekend or leisure activities (Speaking);</p> <p>role-playing a visit to a home in Japan (Listening, Speaking);</p> <p>matching labels with the corresponding pictures (Reading);</p> <p>summarising, in English, the main facts of a spoken or written narrative (Listening/ Reading);</p> <p>keeping a diary (Writing).</p>

Suggested Learning Activities (continued)

Students could be learning through:

- describing lost property, a missing person, or articles that are missing from a display;
- conversing as they mix and match pictures of heads and bodies;
- drawing a plan of a Japanese house or apartment and adding labels;
- making collage posters of western-style clothing and labelling them in *katakana*;
- describing an imaginary criminal or lost child, or a friend;
- using Real People cards;
- designing a class survey on sports, leisure activities, and family occupations, carrying out the survey, and presenting the results;
- writing a print narrative and then cutting it up into sections for others to put into sequence;
- writing a “consequences story” as a group by passing a story around for each student to add to it;
- drawing a picture and then describing it for others to reproduce;
- playing Guess Who;
- playing a Three Hints game in which they guess a particular person or activity that is being described;
- miming different activities (for example, occupations) for other students to guess;
- playing elimination games;
- keeping a weather diary for a week;
- playing Pin the Tail on the Donkey or ふくわらい;
- preparing information-gap worksheets about the local area for one another;
- making posters that feature Japanese seasons, festivals, annual events, or housing;
- making *origami* figures, such as ひなにんぎょう or かぶと, that are related to annual events;
- watching videos, or researching written material, on Japanese housing and clothing;
- arranging a demonstration of *kimono* or trying on Japanese clothing and footwear;
- using card activities and relay games to practise *katakana*.

Ideas for Assessment

Teachers could assess students’ work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 4, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can describe people and places and indicate where they are.
- I can talk about what I can and cannot do.
- I can describe the weather.
- I can talk about a series of events and comment on them.
- I can give and follow directions.
- I can read and write all *katakana*.
- I can read and write 30 *kanji*.

Japanese in the New Zealand Curriculum

Level 5

Students at this level are at the Survival Skills stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- seek and give information through conversation in a range of everyday situations;
- read and write notes and short letters in which sentences are linked and ideas are logically ordered;
- write *hiragana*, *katakana*, and some *kanji* accurately and fluently.

Communication Functions

Students should be able to:

- recognise and express amounts and quantities;
- ask for, give, and decline permission;
- recognise, ask about, and express wishes;
- recognise and use expressions that relate to giving and receiving;
- recognise, express, and ask about feelings in relation to events, actions, and other people;
- recognise, ask about, and say when events occur;
- compare and contrast people, places, and things.

Japanese Culture

Students should be able to:

- demonstrate knowledge of social interactions in everyday situations in Japan, for example, shopping and gift giving.

For each of the achievement objectives for the communication functions at level 5, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 5 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. recognise and express amounts and quantities;	counters: ~かい / ~こ / ~さつ / ~せん / ~だい / ~はい / ~ひき / ~ほん / ~まい / ~め だけ	にくやでぎゅうにくを300グラムだけ かった。 二千円だった。
2. ask for, give, and decline permission;	~てもいい だめ。 / いいよ。	みかんを二こたべてもいい？ いいよ。でも二こだけよ。
3. recognise, ask about, and express wishes;	noun にする verb-stem + たい	ひるごはんはなににする？ ぼくはおこのみやきにする。 わたしはやきそばをたべたい。
4. recognise and use expressions that relate to giving and receiving;	あげる / もらう	たんじょうびになにをもらった？ あねに / からCDをもらった。 ははのひになにをあげる？
5. recognise, express, and ask about feelings in relation to events, actions, and other people;	い-adjective stem + すぎる な-adjective stem + すぎる おいしそう。 おもしろそう。 い-adjective stem + くなる / な-adjective/noun + になる どうしましたか。 ~がいたい	ボーリングはたかすぎる。 くらくなるからはやくかえりましょう。 あたまがいたい。じゃ、これをのんで。
6. recognise, ask about, and say when events occur;	もう + affirmative (yet/already) まだ + negative (not yet) noun のまえに noun のあと(で)	もう、げんきになった？ もうたべましたか。 いいえ、まだたべていません。 あさごはんのまえにシャワーを あびる。 ばんごはんのあとですいえいをする。
7. compare and contrast people, places, and things.	adjective の (the ~ one) の (noun in apposition) A は B より	もっとやすいのではありませんか。 せんせいのやまださんです。 ボーリングはすいえいよりたかい。

<p>Suggested Learning Activities</p> <p><i>Students could be learning through:</i></p>	<p>Suggested Assessment Activities</p> <p><i>Teachers could assess students' progress when students are:</i></p>
<p>organising a celebration at which everyone exchanges a small gift;</p> <p>discussing what they will choose from a variety of foods at a local festival;</p> <p>choosing a place to go for a class party and discussing what to wear, what to buy, and what to take;</p> <p>choosing a restaurant for a class lunch, deciding how to get there, having the lunch, and writing a follow-up report;</p> <p>writing a letter to students in a Japanese school and asking what they are allowed to do at their school.</p>	<p>writing down a shopping list dictated over the telephone (Listening, Writing);</p> <p>role-playing a scene in a restaurant or at the doctor's (Listening, Speaking);</p> <p>contributing to a class wish-list and then saying what they will give to someone (Reading, Speaking);</p> <p>responding to pictures that illustrate people's feelings (Speaking, Writing);</p> <p>writing down a dictated "telephone message" and relaying the message to the teacher (Listening, Reading, Writing);</p> <p>ordering food and drink in a restaurant (Listening, Speaking);</p> <p>setting up "shops" in the classroom and role-playing staff and customers (Listening, Speaking);</p> <p>filling in gaps in a written passage, using information gained from pictures (Reading, Writing);</p> <p>discussing (or sharing their writing about) feelings, contrasts, or the timing of events (Listening/Reading, Speaking/Writing);</p> <p>reading or listening to Japanese passages and then answering comprehension questions in English (Listening/Reading);</p> <p>studying narrative, dialogue, or pictures and then answering multichoice questions or marking statements true or false (Listening, Reading).</p>

Suggested Learning Activities (continued)

Students could be learning through:

- writing a wish-list;
- discussing the menu at a restaurant;
- role-playing the giving of a gift;
- adding captions to pictures;
- talking or writing about the differences between two similar pictures;
- working with a partner and using information-gap exercises, based on facts about a department store, to establish what the prices and quantities of certain goods are, which floor certain items are available on, and what items are for sale in the coffee shop;
- role-playing a visit to the doctor or a friend;
- making a phone order for a meal to be delivered;
- playing まちについて、～をかいました;
- role-playing their arrival at a homestay in Japan, asking what they can do, and checking about behaviour codes, food, and so on;
- producing a list of foods one can eat, things one may do, and so on;
- taking part in a conversation about which restaurant to go to, what to eat there, and what to wear when going out;
- brainstorming vocabulary items in response to pictures;
- playing *Kanji* Bingo;
- using authentic Japanese shopping catalogues or advertisements;
- examining authentic packaging labels, picking out common *kanji* and noting the use of *katakana*;
- finding out where Japanese food can be bought locally and what types of food are available;
- making and selling Japanese food (perhaps for a school cultural week or fund-raising activity);
- designing their own じどうはんばいき with labels.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 5, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can ask for items I want to buy and discuss how much they cost.
- I can ask for permission to do something.
- I can ask about what other people would like.
- I can say what I give or receive.
- I can talk about my general health.
- I can compare things.
- I can ask whether things have happened yet.
- I can ask for or talk about a specific thing.
- I can recognise the polite expressions I would hear in a Japanese shop.
- I can read and write 40 *kanji*.

Japanese in the New Zealand Curriculum

Level 6

Students at this level are at the Survival Skills stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- get the gist of a range of texts and pick up some new language, from its use in context, when listening and reading;
- use written and spoken language flexibly in a variety of routine situations.

Communication Functions

Students should be able to:

- ask for, give, and respond to directions;
- recognise, ask about, and express intentions;
- ask or direct others to do something or not to do it;
- recognise and respond to descriptions of activities and events;
- describe activities and events, using complex sentences;
- recognise, ask for, and give reasons for or against a proposed activity;
- recognise, ask about, and express abilities or inabilities;
- recognise, ask about, and express likes and dislikes.

Japanese Culture

Students should be able to:

- demonstrate knowledge about the conventions that are used when interacting with people in the wider community in Japan, for example, when travelling on public transport and booking for events.

For each of the achievement objectives for the communication functions at level 6, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 6 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. ask for, give, and respond to directions;	verb of motion (plain affirmative) と place を direction にまがる	えきまでいきたいんですが... このみちをとおって、ひとつめのかどをみぎにまがると、えきがみえます。 どのぐらいかかりますか。じゅっぶんぐらいかかります。
2. recognise, ask about, and express intentions;	verb (plain affirmative) つもり	らいねんだいがくにいくつもりだ。
3. ask or direct others to do something or not to do it;	い-adjective + くする / な-adjective + にする たべないでください。 いかないでください。 はなさないでください。 ~てはいけない	このドレスをすこしやすくしてください。 へやをきれいにしてください。 たばこをすってはいけない。
4. recognise and respond to descriptions of activities and events;	verb-stem + ながら ~たり~たりする	ウォークマンをききながらしゅくだいをする。 しゅうまつはパーティーでもだちとはなしたり、ダンスをしたりした。
5. describe activities and events, using complex sentences;		
6. recognise, ask for, and give reasons for or against a proposed activity;	reason から なぜ / どうして / どうしたんですか body part がいたいんです verb-stem + すぎる	もくようびはいそがしいからできない。 あたまがいたいんです。 かぜですか。いいえ、おそくまでべんきょうしすぎました。
7. recognise, ask about, and express abilities or inabilities;	verb (plain) + ことができる	かんじをかくことができる。
8. recognise, ask about, and express likes and dislikes.	verb (plain affirmative) + の / こと (nominaliser)	えいがをみにいくのはどう？ なっとうをたべるのがすき。 きってをあつめることがすき。

Suggested Learning Activities

Students could be learning through:

planning for a Japanese student to visit the school by

- making a map of the school and marking it in Japanese
- writing a description of the school, its routine, and its rules
- making a list of what is sold at the canteen
- making a list of the after-school activities that are available
- matching the interests of the visitor with those of potential host families;

simulating a visit to the school by a Japanese student and

- explaining how to get to the school
- giving speeches of welcome
- taking part in a guided tour of the town
- suggesting suitable souvenirs to buy for the student's family back in Japan, with details about where to buy them and the likely prices;

planning a trip on which they will take a Japanese visitor somewhere in New Zealand and

- discussing alternative destinations, giving reasons
- making reservations
- asking for directions;

planning courses for the following year's study, giving reasons for their choices.

Suggested Assessment Activities

Teachers could assess students' progress when students are:

marking out a route on a map (Listening/Reading);

giving reasons for preferring a particular lifestyle, after reading descriptions written by other students about their intended lifestyles or about real-life, contemporary examples (Reading, Speaking/Writing);

listing important features of an account or filling in gaps in an account (Listening/Reading, Writing);

giving reasons for and against going on a blind date (Speaking/Writing);

matching particular students, on a worksheet, with their leisure activities or subject choices (Listening, Reading);

matching jumbled sentences to a picture sequence (Reading);

talking about the destination points of journeys (Listening, Speaking);

matching people's skills, on a worksheet, to their choice of subjects or jobs (Reading);

role-playing an interview for a part-time job (Listening, Speaking);

playing the role of someone telephoning, in response to an advertisement, to make an interview time (Listening, Speaking);

writing a letter to a Japanese friend, asking about possible jobs in Japan (Writing);

writing a letter to a Japanese friend, asking what they would like to see or do in New Zealand (Writing);

writing a letter to a Japanese friend, saying what plans they have and why (Writing);

writing a diary (Writing).

Suggested Learning Activities (continued)

Students could be learning through:

- making up or following clues in a treasure hunt around the school (which could involve asking other people questions);
- directing other students (who could be blindfolded) around the school, using some complex instructions;
- preparing an advertisement for a school club;
- finding people who have the same abilities or inabilities as themselves (by asking questions);
- preparing and conducting a survey to find out which other students share their likes or dislikes;
- answering a questionnaire on their plans for next year;
- listing things to take to Japan, giving reasons for their choices;
- making a poster showing the New Zealand school year;
- making a wall frieze featuring their school and sending it to a school in Japan;
- designing games about travelling in Japan or New Zealand;
- viewing videos and reading written material to learn about life, leisure activities, and cities in Japan;
- making a map of a Japanese town;
- making puppets and writing a short puppet-play to perform with them.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 6, students could assess their own progress using the following checklist.

Self-assessment Checklist

I can ask for and give directions.

I can say what I intend to do.

I can express what I and others are not allowed to do.

I can understand and relate descriptions of events.

I can give reasons for doing something or not doing it.

I can talk about what I can do and why I do it.

I can talk about what I like and why I like it.

I can read and write at least 50 *kanji*.

Japanese in the New Zealand Curriculum

Level 7

Students at this level are at the Survival Skills and Social Competence stages.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- comprehend detail and summarise meaning in spoken and written Japanese;
- initiate and maintain a conversation that may have some unpredictable content;
- write extended passages, presenting ideas and information logically and demonstrating their expanding knowledge of *kanji*.

Communication Functions

Students should be able to:

- compare and contrast people, places, and things;
- describe people, places, things, and experiences;
- recognise and respond to descriptions of how something is done;
- describe how something is done;
- recognise, ask about, and express purpose;
- recognise and respond to descriptions of a sequence of activities and events;
- describe activities and events in sequence;
- report what someone said or wrote;
- recognise gift-giving conventions, including the use of formal, polite language, and express themselves appropriately when giving and receiving;
- recognise, ask about, and express probability and uncertainty.

Japanese Culture

Students should be able to:

- demonstrate their understanding of contemporary Japanese life and show an awareness of current attitudes and values.

For each of the achievement objectives for the communication functions at level 7, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 7 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. compare and contrast people, places, and things;	AとBと(では)どちら(のほう)が adjective ですか AよりBのほうが adjective AはBとおなじぐらい adjective AはBほどい-adjective stem +くない/な-adjective じゃない(です)	日本とニュージーランドとでは、どちらのほうがぶつかがたかいですか。 さかなとにくと(では)どちらをよくたべますか。 コーヒーはこうちゃとおなじぐらいおいしい。 ハミルトンはクライストチャーチほどおおきくない。
2. describe people, places, things, and experiences;	verb (plain) ことがある ~たことがある ~てみる まだ (still) noun modifier (clausal) ~そう (appearance)	日本へいくことがある。 パチンコをしたことがある。 えいがはなんじだろう。でんわしてみる。 あのせんせいはまだわかいですね。 みぎにあるボタンをおす。 あのひとはしんせつそう。
3. recognise and respond to descriptions of how something is done;	どうやって verb-stem + やすい/にくい verb-stem + かた ~ないでください	どうやっておもちをつくりますか。 たべにくいです。 このきかいはなんのためですか。つかいかたをおしえてください。
4. describe how something is done;	~ないで noun のように	ワープロをつかわないで、てでかく。 やまのようにおってください。
5. recognise, ask about, and express purpose;	~ため(に)	くるまをかうために、アルバイトをする。
6. recognise and respond to descriptions of a sequence of activities and events;	~ているあいだ/~ているあいだに verb-stem + はじめる/おわる/ つづける ~てしまう verb (plain) まえ(に)	コーチがみているあいだ、いっしょうけんめいした。 日本にいるあいだに、ふじさんにのぼった。 あしたからにきをつけはじめる。 じゅんびをしてしまった。 オークランドにくるまえ、シドニーにすんでいた。
7. describe activities and events in sequence;	~たあとで ~ておく ~と (conjunction) ~とき	たべたあとで「ごちそうさま」という。 きっぷをかっておく。 チョコレートをたべると、ふとる。 オークランドにいったとき、くつをかった。
8. report what someone said or wrote;	~という/~とかく ~そうだ (hearsay) message (plain form) とおつたえください	いしださんは「パーティーにぜったいく」といった。 あのホテルはやすいそうだ。 かいぎは五じにおわるとおつたえください。
9. recognise gift-giving conventions, including the use of formal, polite language ...	(～に～を) あげる/やる/さしあげる (～に～を) もらう/いただく (～は/が～を) くれる/くださる	ともだちに日本ごのじしょをあげた。 おじいさんに/から、(お)としだまをもらった。 せんせいがわたしのたんじょうびにすばらしいほんをくださった。 いぬにえさをやった。
10. recognise, ask about, and express probability and uncertainty.	~とおもう ~かもしれない なに/どこ/いつ/だれ か なに/どこ/いつ/だれ も～ない なに/どこ/いつ/だれ でも しか～ない verb (plain) + だろう/でしょう	そのことばはまだじしょにないとおもう。 あしたのしあいをみにいくかもしれない。 だれかきた? だれもこなかった。 いつでもいい?いいえ、どうぶ(に)しかできない。 十ぶんしかやすみじかんがない。 いしださんはあしたくるでしょう。

Suggested Learning Activities

Students could be learning through:

- preparing a visual, spoken, or written presentation to show the similarities and differences between leisure-time activities and high-school life in New Zealand and Japan;
- planning an orientation guide for a group of Japanese exchange students who will have a New Zealand homestay (including advice on etiquette in the home and types of food to expect);
- researching information about the school canteen by surveying students about their food preferences, checking opening hours, size, decor, and prices, analysing the nutritional value of the food offered, and presenting this information to the class;
- preparing a promotional advertisement for the school's Cultural Day, including information on what foods and activities will be available;
- planning a trip in Japan or in New Zealand, including itineraries, accommodation, and activities;
- surveying the television viewing habits of the class and reporting on the results;
- planning a Christmas party and discussing the time, place, guest list, gifts to be given, necessary preparations, order of activities, and games to be played, giving explanations of the rules of games.

Suggested Assessment Activities

Teachers could assess students' progress when students are:

- discussing options, for example, options for venues, menus, or travel plans (Listening, Speaking);
- presenting a cooking demonstration as if for a television show (Speaking);
- putting a list of instructions into the correct sequence (Reading);
- putting the correct missing verbs into a passage that describes Christmas or New Year celebrations (Reading, Writing);
- describing a family Christmas Day in New Zealand (Speaking/Writing);
- writing a letter about a journey (Writing);
- writing a letter of thanks for a homestay (Writing).

Suggested Learning Activities (continued)

Students could be learning through:

- describing a process by using a flowchart;
- reading descriptions of etiquette or customs in other countries;
- inventing and playing their own board games in groups;
- discussing alternative menus for a meal and expressing preferences;
- listening to an explanation of how a game is played and guessing the game;
- following instructions for *origami*;
- explaining how to use an automatic ticket-vending machine;
- collating spoken and written responses to a survey and then reporting to the class;
- sitting in a circle, taking turns to select a lucky dip from a pile of items donated by students, and afterwards explaining who got what from whom;
- speaking or writing about their future goals and plans;
- completing a sequence of pictures or a short passage, based on information given;
- role-playing people making a booking at a travel agency;
- telephoning to ask for information;
- summarising the main points they have taken in from a demonstration;
- explaining how a game is played, while others guess which game is being described;
- selecting a card with a picture of an object on it and describing that object so that others can guess what it is;
- conducting a survey on class members' hobbies or diets and reporting the results using comparisons;
- making predictions, in conversation, about the outcome of an activity or event, such as a sports event;
- learning about various types of accommodation in Japan and going on to describe the advantages of each;
- comparing family events in New Zealand and Japan;
- examining the place of religion and religious practices in daily life in Japan and New Zealand.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 7, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can compare and contrast people, places, and things.
- I can describe or relate experiences.
- I can describe how to do or use something.
- I can express the purpose of an action.
- I can describe a sequence of events.
- I can report something.
- I can recognise gifts and express myself appropriately when giving and receiving.
- I can say that something may or may not happen.
- I can say that something will probably happen.
- I can read and write 80 *kanji*.

Japanese in the New Zealand Curriculum

Level 8

Students at this level are at the Social Competence stage.

Strands and Achievement Objectives

Language Skills

Students should be able to:

- interact flexibly in familiar social situations;
- recognise fine detail in spoken and written text and draw inferences and conclusions from it;
- use basic language patterns spontaneously and develop and support their points of view.

Communication Functions

Students should be able to:

- recognise and express decisions;
- make and respond to requests for something to be done;
- recognise and talk about doing something for someone;
- give, seek, and receive advice;
- recognise and talk about advantages, disadvantages, and reasons;
- recognise, ask about, and express the doubt, possibility, probability, or uncertainty of actions and events;
- recognise, ask about, and express ability or inability to do something;
- recognise, ask about, and talk about actions or events that are conditional upon other actions or events;
- interpret selected and adapted media items;
- describe actions and states of being, using appropriate transitive and intransitive verbs.

Japanese Culture

Students should be able to:

- investigate issues of mutual interest to Japan and New Zealand (for example, social, environmental, and commercial issues).

For each of the achievement objectives for the communication functions at level 8, the table on the next two pages shows suggested structures and expressions and gives examples of their use. It also includes some appropriate learning activities and assessment activities. The communication functions involve listening, speaking, reading, writing, and developing appropriate cultural skills and understandings.

Level 8 Functions with Suggested Vocabulary and Activities

Communication Functions <i>Students should be able to:</i>	Suggested Structures and Expressions	Examples
1. recognise and express decisions;	verb (plain) ことになる verb (plain) ことにする もう + negative (no longer / not any more) verb (plain affirmative) +つもりはない/ verb (plain negative) +つもり	やちんがあがったので、もうすこしちいさいところにひっこしすることになった。ボーナスをもらったから、あたらしいくるまをかうことにした。もうにくをたべないことにした。もうたばこはすわない。わたしはだいがくにいくつもりはない。だれにもいわないつもりだった。
2. make and respond to requests for something to be done;	～てほしい	はやくかんじをおしえてほしい。
3. recognise and talk about doing something for someone;	～てもらう／～ていただく ～てくれる／～てくださる ～てやる／～てあげる／ ～てさしあげる	ともだちにしゅくだいをてつだってもらった。せんせい、このさくぶんをなおしてくださいませんか。おばあさんにあおいセーターをかってあげた。
4. give, seek, and receive advice;	～たらいいですか ～なければならぬ ～なくてもいい ～たほうがいい	どうしたらいいですか。あしたびょういんにいかなければならぬ。きっぷをまえにかわなくてもいいですか。いいえ、ゴールデンウィークだからよやくしたほうがいいですよ。
5. recognise and talk about advantages, disadvantages, and reasons;	～し～し ～ので ～んです／～のです	べんりだし、やすいし、かってください。からだにいいので、まいにちのんでいる。どうしてじゅぎょうをやすんだんですか。あたまがいたかったんです。
6. recognise, ask about, and express the doubt, possibility, probability, or uncertainty of actions and events;	indirect questions: ～かどうか～／～か～ ～はずだ	ひこうきにまにあうかどうかわからない。ニュージーランドたいしかんはどこにあるかしていますか。えきのちかくにあるから、やちんがたかいはずです。らいげつ、(お)かねがはいるはずです。
7. recognise, ask about, and express ability or inability to do something;	potential verb	えいごがはなせる。
8. recognise, ask about, and talk about actions or events that are conditional upon other actions or events;	noun なら ～たら (when, if) verb ても／でも い-adjective stem + くても な-adjective/noun でも	いしゃならおかねもちだろう。こうこうをそつぎょうしたら、だいがくにはいりたいとおもう。もし100万ドルあったら、なにをかう。きゅうりょうがやすくても、そのかいしゃにはいりたい。
9. interpret selected and adapted media items;	～によると ～について	このしんぶんによるとじしんがあったそうだ。こうがいもんだいについてかいてください。
10. describe actions and states of being, using appropriate transitive and intransitive verbs.	intransitive and transitive verbs	ドアがあく。ドアをあける。 ドアがあいている。 三じにかえる。四じにほんをかえす。 どうぞあがってください。てをあげてください。

Suggested Learning Activities

Students could be learning through:

preparing a guide for a Japanese immigrant to their home town, commenting on New Zealand lifestyles, climate, housing, family life, business life, and education, and also on the challenges of living in another country;

advising a Japanese friend who is planning to come to New Zealand on a working visa, commenting on what sort of jobs are available and giving general details of work, hours, and wages, as well as making suggestions on how to apply for work;

preparing a seminar on the advantages and disadvantages of going to university straight after finishing high school in New Zealand, of working for a year before commencing tertiary studies, or of taking part in an exchange programme;

role-playing the parts of student council members debating issues such as the school's rules, uniform, and environment;

role-playing the parts of city and country people and discussing different aspects of city and rural lifestyles, including their advantages and disadvantages;

making plans with a friend to go (in Japan) to a football or baseball match or to a *sumoo* tournament, discussing how and when to procure the tickets, and analysing the strengths and weaknesses of players and the likely results of the contest;

presenting an illustrated report on foods and eating habits in New Zealand or Japan or both;

looking for a part-time job, perhaps by writing an advertisement offering their services as an English language tutor while studying at a Japanese university;

replying to an advertisement for a holiday job in a souvenir shop, giving details of their experience and capabilities;

reading a travel brochure and, on the basis of this information, planning an itinerary for a Japanese friend;

writing an article, for a Japanese magazine, on a current social issue such as changing family structures.

Suggested Assessment Activities

Teachers could assess students' progress when students are:

responding with likely outcomes of ~たら situations represented on cards (Reading, Writing);

writing and producing a radio advertisement (Reading, Speaking, Writing);

summarising the pros and cons of a point of view or argument presented in spoken or written form (Listening/Reading, Writing);

arranging jumbled advantages and disadvantages of a proposal into a logical presentation (Reading);

giving a spoken or written summary, in English or Japanese, of a Japanese talk, video programme, or text (Listening/Reading, Speaking/Writing);

role-playing the parts of a land agent and a person wanting to rent a property (Listening, Speaking);

writing captions for pictures in a magazine (Writing).

Suggested Learning Activities (continued)

Students could be learning through:

- talking, reading, and writing about social issues, for example, writing pieces that compare family life in New Zealand and in Japan, using information from print media, videos, or computer networks;
- writing “Dear Abby” letters or making posters featuring an issue;
- arranging a fund-raising activity, discussing details and reasons;
- preparing a thank-you speech to make on leaving Japan;
- writing letters seeking advice on travel plans;
- summarising written information, such as that found in brochures on New Zealand towns;
- reporting the main points seen in a video;
- describing the actions they see on a television programme when the sound is off;
- listing the advantages and disadvantages of a particular choice;
- taking part in verbal “kite-flying” exercises in which one person states a point of view and the others take turns to refute or support it;
- solving problems, for example, when discussing what to do if their Japan Rail pass gets lost or if they need accommodation in Japan;
- discussing employment and careers;
- matching advertisements for accommodation with suitable tenants;
- reading Japanese tourist publicity material;
- taking part in pair activities using *～てくださいませんか*;
- surveying the opinions of native Japanese speakers in relation to a particular issue and reporting the results;
- learning songs, listening to songs, and completing cloze exercises, such as filling in missing words on a songsheet;
- making up a rap, for example, *たばこをすったら、びょうきになるかどうかわからないけど、おとうさんとおかあさんはきっとおこってしまうよ*;
- role-playing market researchers asking questions about a new product;
- preparing an advertising campaign, which might include bumper stickers for a product, letters inviting people to the product launch, and critiques of other similar products on the market;
- discussing a topic with a partner, then swapping to four successive new partners and talking to each about the same topic for a shorter time each round (four minutes, then three, then two, then one);
- taking part in a running dictation, in which one student from each group reads and memorises as much of a passage as possible and runs back to their group, who write down what the student tells them, then send a second group member to do the same, and so on;
- writing a story for a magazine;
- writing the conclusion of a story written on a word processor by a fellow student;
- playing *Kanji Bingo*;
- playing a *kanji* game involving the matching of radicals;
- playing *Stopwatch Kanji*, using radicals;
- stating what they would do if they had \$1,000,000, giving reasons;
- preparing a guide for year 12 students about the benefits of continuing their Japanese studies in year 13, referring to what the course involves, to the broader values of cultural exchange, and to Japan’s importance as one of New Zealand’s major trading partners;
- selecting the right answers to questions about why things happen;
- making up sentences beginning “I can ... because ...”;
- finding out about current problems in Japan, for example, problems related to ethnic minorities, changes in employment, or pollution.

Ideas for Assessment

Teachers could assess students' work during any of the learning activities suggested above. Ideas for peer assessment at all levels are suggested on page 30. At level 8, students could assess their own progress using the following checklist.

Self-assessment Checklist

- I can say what has been decided.
- I can ask other people to do things for me.
- I can talk about doing something for someone.
- I can advise someone what to do.
- I can say what I have to do and what I don't have to do.
- I can give explanations.
- I can discuss options.
- I can say what is expected to happen.
- I can say what I can and cannot do.
- I can say what might happen if something is done.
- I can pick out the main features of some video, music, or news items.
- I can read and write at least 125 *kanji*.