



Government of **Western Australia**
School Curriculum and Standards Authority



JAPANESE: SECOND LANGUAGE

GENERAL COURSE

Year 11 syllabus

IMPORTANT INFORMATION

This syllabus is effective from 1 January 2015.

Users of this syllabus are responsible for checking its currency.

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Rationale

The place of Japanese culture and language in Australia and in the world

Japanese is the first language of the 127 million inhabitants of Japan, Australia's northern neighbour in the Asian region. It is also widely used by communities of speakers in countries such as Hawaii and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Australia has a significant number of Japanese national residents. Japanese culture influences many areas of contemporary Australian society, including the arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

The place of the Japanese language in Australian education

Japanese has been taught in Australia for over 100 years and is the most widely taught second language in Australian schools. The 1960s saw significant growth in the learning of Japanese. The establishment of many university programs produced graduate language teachers, who worked alongside native-speaking teachers to establish school-based programs. Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. Government funding, such as the National Asian Languages and Studies in Australian Schools (NALSAS) strategy in the 1990s, and the National Asian Languages and Studies in Schools Program (NALSSP) in the late 2000s, contributed to growth and further development. Long-term support from agencies, both within and outside Australia, has also supported programs and contributed to educational exchange.

The near-parallel time zones, and the geographical proximity of Japan to Australia, facilitate easy access and interaction and communication between the two countries. Student exchanges, community engagement, such as sister school and city relationships, and connections developed through other curriculum areas, for example, art, design and literature, provide opportunities for Australian learners of Japanese to interact with Japanese people. Technology provides many additional opportunities for interaction and exchange with Japanese-speaking people and cultures. Through the study of Japanese, students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond.

The nature of Japanese language learning

Japanese uses three scripts for writing: *hiragana*, the basic phonetic script representing the sounds of Japanese; *katakana*, the companion phonetic script representing the sounds of Japanese, largely used for loan words; and *kanji*, Chinese characters which represent meaning rather than sound (ideographs). The three scripts are used interdependently. *Hiragana* is the first script typically acquired, with *katakana* and *kanji* first introduced in context, then taught systematically, contributing to script knowledge and competence. The many loan words from other languages expressed through *katakana* reflect the globalisation of Japanese language and culture, and the impact of technology and popular culture on intercultural relations.

Japanese is a phonetic language. Pronunciation is predictable, and new words can be pronounced easily upon mastery of the first character set.

Japanese grammar is relatively uniform, with few irregularities, no grammatical gender, and predictable and systematic conjugation of adjectives and verb tenses. There are some differences between Japanese and English elements and patterns, such as the Japanese word order of subject–object–verb. This order forms the basis of sentences that can then be enhanced by the addition of details, usually placed before the main items. Pronouns can be omitted, and it is not always necessary to articulate the subject of a sentence. Counting and numbering in Japanese involve using classifiers that reflect the nature of the item.

A key element of the language is the system of honorifics, which determines and reflects hierarchical relations, social and business-related positioning, and issues of respect. There are three major forms of hierarchical language, the plain, the polite and the honorific. Conversational Japanese can be less formal than written Japanese, using shortened sentences, words and grammatical phrases, plain forms and some omitted particles. Key language functions, such as self-introductions, are important for establishing and reflecting social and cultural relations.

Another feature of Japanese culture reflected in language is the importance accorded to expressing humility and avoiding conflict. Refusing or deflecting praise of self or family, self-deprecation, and avoidance of conflict, disagreement or refusal, are common elements of communicative interactions. Care is taken to avoid language that is too direct, through the use of strategies, such as leaving sentences incomplete or substituting language that is less direct.

The diversity of learners of Japanese

While learners of Japanese in Australian schools vary in terms of language backgrounds and cultural experience, they are predominantly second language learners.

Second Language learners of Japanese generally use English as their dominant language of everyday social interaction. Some students may also be speakers of other languages, including those which have some cognate vocabulary links and some orthographic relationship to Japanese, such as Chinese, Korean or Vietnamese.

The WACE Japanese courses

In Western Australia, there are four Japanese courses. The courses are differentiated; each focusing on a pathway that will meet the specific language learning needs of a particular group of senior secondary students. Within each of these groups, there are differences in proficiency in using the Japanese language and cultural systems.

The following courses are available:

- Japanese: Second Language ATAR
- Japanese: Second Language General
- Japanese: Background Language ATAR
- Japanese: First Language ATAR.

The Japanese: Second Language General course

This course focuses on students gaining knowledge and an understanding of the culture and language of Japanese-speaking communities.

The Japanese: Second Language General course can connect to the world of work, further study and travel. It also offers opportunities for students to participate in the many sister school and student exchange programs between Western Australia and Japan. The Japanese: Second Language General course is designed to equip students with the skills needed to function in an increasingly globalised society, a culturally and linguistically diverse local community, and to promote the foundation of life-long language learning.

This course is aimed at students for whom Japanese is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. Students may have no prior knowledge or experience of the Japanese language, or may have studied the Japanese language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction.

For information on the Japanese: Second Language ATAR, the Japanese: Background Language ATAR and the Japanese: First Language ATAR courses, refer to the course page on the Authority website at www.scsa.wa.edu.au

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an application for permission to enrol in a WACE language course in the year prior to first enrolment in the course, to ensure that students select the course best suited to their linguistic background and educational needs. Information about the process, including an application form, is sent to schools at the end of Term 2.

Further guidance and advice related to enrolments in a language course can be found on the Authority's website at www.scsa.wa.edu.au

Course outcomes

The Japanese: Second Language General course is designed to facilitate achievement of the following outcomes.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Japanese through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Japanese.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on **ティーンエイジャー (Teenagers)**. Through the three topics: About me こと 私^{こと}の事, Student life せいかつ 学生生活, and Connecting with friends コミュニケーション, students develop communication skills in Japanese and gain an insight into the language and culture.

Unit 2

This unit focuses on **近所 (Neighbourhood)**. Through the three topics: My town さんじょ 私^{さんじょ}の町, Your neighbourhood あなたの近所, and Out and about 出かけましょう, students develop communication skills in Japanese and gain an insight into the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit content – the content to be taught and learned.

Organisation of content

The course content is divided into five content areas:

- Learning contexts and topics
- Text types and textual conventions
- Linguistic resources
- Intercultural understandings
- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Learning contexts and topics

Each unit is defined with a particular focus, three learning contexts and a set of topics.

The learning contexts are:

- The individual
- The Japanese-speaking communities
- The changing world.

Each learning context has a set of topics that promote meaningful communication and enable students to extend their understanding of the Japanese language and culture. The placement of topics under one or more of the three learning contexts is intended to provide a particular perspective, or perspectives, on each of the topics.

Text types and textual conventions

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features.

In learning a language, it is necessary to engage with, and produce, a wide variety of text types. Text types and textual conventions vary across languages and cultures and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and be provided with opportunities to practise them.

Textual conventions are the features, patterns and rules of texts, which are determined by the text type, context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing, and responding. Students should be made aware of the defining characteristics of different texts.

In school-based assessments, students are expected to respond to, and to produce, a range of spoken and written text types in Japanese. Text types for assessment are outlined in each unit, and textual conventions are defined in Appendix 2.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to vocabulary, grammar and sound and writing systems of Japanese.

As well as enabling communication, developing understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture(s) and language(s), as well as that of the Japanese-speaking world. The study of the learning contexts and topics, text types and textual conventions and linguistic resources, will enable the development of intercultural understandings which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others.

The development of intercultural competence can be described as moving from a stage, where students are not aware of, or do not understand or practise cultural norms, to where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Japanese-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems, and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Progression from the Year 7–10 curriculum

The Year 7–10 Languages curriculum is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating, and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop knowledge, understanding and skills to ensure students communicate in Japanese, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Japanese: Second Language General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic, and textual conventions
- developing semantic, pragmatic, and critical literacy skills.

For learners of Japanese, literacy development in the language also extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to develop, use and understand, patterns, order and relationships, to reinforce concepts, such as number, time, and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

Information and communication technology (ICT) extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare, and analyse aspects of the Japanese language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

Learning to interact in a collaborative and respectful manner is a key element of personal and social competence. Recognising that people view and experience the world in different ways is an essential aspect of learning another language.

Ethical understanding

In learning a language, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving the world.

Intercultural understanding

Learning a language involves working with, and moving between, languages and cultures. This movement between languages and cultures is what makes the experience intercultural. Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Japanese: Second Language General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

Learning Japanese provides opportunities to develop an understanding of concepts related to language and culture in general and make intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages. Several Aboriginal communities in Western Australia provide prime examples of where trade, intermarriage, language and cultural interchange are evident.

Asia and Australia's engagement with Asia

In learning Japanese, students develop capabilities to engage with the language and cultures of Japanese-speaking communities and of people of Japanese heritage within Australia, and other Japanese communities in the world.

Sustainability

In learning Japanese, students may engage with a range of texts and concepts related to sustainability, such as:

- the environment
- conservation
- social and political change
- how language and culture evolve.

Unit 1

Unit description

The focus for this unit is **ティーンエイジャー (Teenagers)**. Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Japanese language and gain an insight into the culture.

Unit content

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 1 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|--|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p><small>こと</small></p> <p>About me 私の事</p> <p>Students reflect on activities and events associated with their life, including sharing and obtaining basic information from others related to personal identity, physical descriptions, family, friends, school routines and leisure time.</p> |
| <p>The Japanese-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p><small>せいがいつ</small></p> <p>Student life 学生生活</p> <p>Students explore the life of teenagers in Japan, including leisure and school activities, likes and skills.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Connecting with friends コミュニケーション</p> <p>Students consider how young people interact with friends and share information.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of texts types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Japanese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- invitation
- itinerary
- journal entry
- letter
- map
- message
- note
- postcard
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

1. Polite forms

| Verbs | Adjectives | Copula 'to be' |
|--------------------------|--|--|
| ~ます : たべます かきます | ~いです : たかいです ~な : しずかです ~な : しずかなまちです | ~です : せんせいです。 |
| ~ました : たべました かきました | ~かったです : たかかったです ~な : しずかでした | ~でした : せんせいでした。 |
| ~ません : たべません かきません | ~くないです/～くありません : たかくないです たかくありません ~じゃないです/～ではありません : しずかじゃないです しずかではありません | ~では (じゃ) ありません : せんせいでは (じゃ) ありません。 |

| Verbs | Adjectives | Copula 'to be' |
|-----------------------------------|--|--|
| ~ませんでした : たべませんでした かきませんでした | ~くなかったです/~くありません でした : たかくなかったです たかくありませんでした ~じゃなかったです/~ではありま せんでした : しずかじゃなかったです しずかではありませんでした | ~では(じゃ)ありませんでし たら。 せんせいでは(じゃ)ありませ んでした。 |
| ~ましょう : たべましょう かきましょう | | |

2. Stem of Masu form structures

| Form | Function/use |
|--------------|--------------------|
| Stem + に | indicating purpose |
| Stem + ませんか | inviting |
| Stem + ましょうか | suggesting |

3. Te form structures

| Form | Function/use |
|--------|---|
| ~て | linking ideas (and; and so) |
| ~て+から | expressing when you do something after |
| ~てください | requesting |
| ~て+います | expressing a continuous action in the present |

4. Noun + structures

| Form | Function/use |
|------------|--------------------------------|
| Noun+ について | asking/talking about something |

5. Particles

| Particle | Function/use |
|----------|------------------------------|
| は | topic marker |
| | contrast |
| が | existence |
| | expressing abilities |
| | expressing likes, dislikes |
| | physical characteristics |
| の | possessive (of, 's) |
| | adjectival |
| に | destination (to, into, onto) |
| | indirect object |
| | point of time |
| | purpose |
| へ | direction (to) |
| を | direct object |
| で | place of action |
| | by means of |
| や | linking (and so on) |
| と | linking (and) |
| | with person |
| も | repetitive (too, also) |
| | (both) |

6. Sentence final particles

| Particle | Function/use |
|----------|--------------------------|
| ね / ねえ | tag question (isn't it?) |
| よ | assurance |
| | gentle persuasion |
| か | question marker |

7. Words indicating extent

| Word | Function/use |
|-----------|---|
| から | since, from (a point of time) |
| | since, from (a place) |
| まで | until (a point of time) expressing alternative states |
| | to, as far as (a place) |
| ごろ | approximate point of time |
| くらい / くらい | approximate |
| | amount/time/length |

8. Conjunctions

| Conjunction | Function/use |
|-------------|--------------------------------|
| が | linking with a contrast (but) |
| そして | linking (and) |
| それから | linking (and then, after that) |

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

All sound units: voiced and unvoiced, combined sounds, double consonants, lengthened sounds, pronunciation and intonation of introduced vocabulary.

All *hiragana* and *katakana* plus the following prescribed *kanji*:

- productive 一 二 三 四 五 六 七 八 九 十 百 千 万 人 本 才 日 月 火
水 木 金 土 父 母 私 子 友 学 校 語 何 円 生 好
- receptive 兄 姉 妹 弟

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

Unit 2

Unit description

The focus for this unit is ^{さんじょ}近所 (**Neighbourhood**). Through the study of the unit content, students develop skills, knowledge and understandings to communicate in the Japanese language and gain an insight into the culture.

Unit content

This unit builds on the content covered in Unit 1.

This unit includes the knowledge, understandings and skills described below.

Learning contexts and topics

Unit 2 is organised around three learning contexts and a set of three topics. The placement of a topic under a particular learning context is intended to provide a specific perspective for the teaching and assessment of the topic.

| Learning contexts | Topics |
|--|---|
| <p>The individual</p> <p>Students explore aspects of their personal world, aspirations, values, opinions, ideas, and relationships with others. They also study topics from the perspectives of other people.</p> | <p>My town 私の町</p> <p>Students reflect on their neighbourhood and describe their home and local facilities, sharing information about occupations, locations and directions.</p> |
| <p>The Japanese-speaking communities</p> <p>Students explore topics from the perspectives of individuals and groups within those communities, or the communities as a whole, and develop an understanding of how culture and identity are expressed through language.</p> | <p>Your neighbourhood あなたの近所</p> <p>Students explore features of Japanese neighbourhoods, including activities, events, shopping and going out.</p> |
| <p>The changing world</p> <p>Students explore information and communication technologies and the effects of change and current issues in the global community.</p> | <p>Out and about 出かけましよう</p> <p>Students consider the features and attractions of Australian and Japanese communities and neighbourhoods.</p> |

Text types and textual conventions

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and to produce, a range of text types in Japanese from the list below.

- account
- advertisement
- announcement
- article
- blog posting
- cartoon
- chart
- conversation
- description
- diary entry
- email
- film or TV program (excerpts)
- form
- image
- interview
- invitation
- itinerary
- journal entry
- letter
- map
- message
- note
- postcard
- review
- role-play
- script – speech, interview, dialogue
- sign
- table

Refer to Appendix 2 for details of the features and conventions of the text types.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items:

1. Stem of Masu form structures

| Form | Function/use |
|-------------|--|
| Stem + たいです | expressing what you want to do |
| Stem + そうです | expressing what something looks like |
| Stem + すぎます | indicating that something is excessive |

2. Te form structures

| Form | Function/use |
|-------|-------------------------------|
| ～て | linking of adjectives |
| ～てみます | expressing what you try to do |

3. Noun + structures

| Form | Function/use |
|----------------|---------------------|
| Noun はどう / いかが | asking for opinions |

4. Particles

| Particle | Function/use |
|----------|---|
| の | possessive pronoun |
| | locational |
| に | place of existence |
| を | asking for something |
| | place of motion (pass by, along, through) |
| も | expressing neither |
| か | stating alternatives (or) |

5. Words indicating extent

| Word | Function/use |
|------|------------------------|
| いちばん | superlative (the most) |

6. Conjunctions

| Conjunction | Function/use |
|-------------|----------------------------|
| ですから | consequently (because, so) |
| けれども | however (but) |
| でも | expressing contrast (but) |

7. Locational and directional terms

| Term | Function/use |
|-------------|-------------------|
| (の)まえ(に) | in front of |
| (の)した(に) | behind/underneath |
| (の)うえ(に) | on top |
| (の)うしろ(に) | behind |
| (の)むこうがわ(に) | on the other side |
| (の)ひだりがわ(に) | left hand side |
| (の)みぎがわ(に) | right hand side |
| (の)ちかく | next to |
| (の)そば(に) | near |
| (の)とおく(に) | far from |
| (の)なか(に) | inside |

| Term | Function/use |
|-----------|--------------|
| (の)そと(に) | outside |
| (を)みぎ/ひだり | right/left |
| (を)まっすぐ | straight |

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

- productive 出入見高安年前 山川上下中名食飲買家族每行大小所
- receptive 住左右町店近広駅番

Intercultural understandings

The learning contexts and topics, the textual conventions of the text types selected, and the linguistic resources for the unit, should provide students with opportunities to enhance understanding of their own language(s) and culture(s) in relation to the Japanese language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies will depend upon the needs of the students and the learning experiences and/or communication activities taking place.

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

School-based assessment

The Western Australian Certificate of Education (WACE) Manual contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Japanese: Second Language General Year 11 syllabus and the weighting for each assessment type.

Assessment table – Year 11

| Type of assessment | Weighting |
|--|-----------|
| Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Japanese. This can involve participating in a role-play, an interview or a conversation. | 30% |
| Response: Listening Comprehension and interpretation of, and response in English to, a range of Japanese spoken texts, such as messages, announcements, conversations and interviews. | 20% |
| Response: Viewing and reading Comprehension and interpretation of, and response in English to, a range of Japanese print and audiovisual texts, such as emails, blog postings, films/television programs (excerpts), advertisements, reviews and articles. | 30% |
| Written communication Production of written texts to express information, ideas, opinions and/or experiences in Japanese. This can involve responding to a stimulus, such as a blog posting, an email, an advertisement or an image, or writing a text, such as a journal/diary entry, a message, an account, a review or an email. | 20% |

Teachers are required to use the assessment table to develop an assessment outline for the pair of units (or for a single unit where only one is being studied).

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

In the assessment outline for the pair of units, each assessment type must be included at least twice. In the assessment outline where a single unit is being studied, each assessment type must be included at least once.

The set of assessment tasks must provide a representative sampling of the content for Unit 1 and Unit 2.

Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes.

Grading

Schools report student achievement in terms of the following grades:

| Grade | Interpretation |
|-------|--------------------------|
| A | Excellent achievement |
| B | High achievement |
| C | Satisfactory achievement |
| D | Limited achievement |
| E | Very low achievement |

The teacher prepares a ranked list and assigns the student a grade for the pair of units (or for a unit where only one unit is being studied). The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions and annotated work samples. The grade descriptions for the Japanese: Second Language General Year 11 syllabus are provided in Appendix 1. They can also be accessed, together with annotated work samples, through the Guide to Grades link on the course page of the Authority website at www.scsa.wa.edu.au

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the WACE Manual for further information about the use of a ranked list in the process of assigning grades.

Appendix 1 – Grade descriptions Year 11

| | |
|---|--|
| A | <p>Written production</p> <p>Competently conveys simple information and ideas and expresses personal opinions across a range of topics. Provides cultural references where required.</p> <p>Uses a range of vocabulary and sentence structures and script (including prescribed kanji). Minor errors in vocabulary, script and grammar do not affect meaning.</p> <p>Organises writing cohesively, logically and clearly.</p> <p>Observes the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates effectively across a range of topics. Comprehends and responds appropriately to familiar questions, although rephrasing and support from the other speaker is sometimes necessary for less familiar questions. Relies on rehearsed responses, but shows ability to manipulate language or information.</p> <p>Uses a range of vocabulary and sentence structures. Minor inaccuracies in grammar do not affect meaning.</p> <p>Pronunciation is mostly accurate.</p> |
| | <p>Comprehension</p> <p>Identifies, and extracts and processes information from a variety of texts across a range of topics. Provides mostly accurate responses to literal questions, and some correct responses to inferential questions. Recognises and comprehends sentences and phrases written in hiragana/katakana and some less complex kanji without furigana.</p> |
| B | <p>Written production</p> <p>Conveys simple information and ideas and expresses personal opinions across a range of topics. Provides some cultural references where required.</p> <p>Uses a range of familiar vocabulary, sentence structures and script, including prescribed kanji. Applies the rules of grammar, script and spelling with minor inaccuracies.</p> <p>Writing is sequenced, but cohesiveness may be affected by the repetitive use of vocabulary, phrases, and/or content.</p> <p>Observes most of the conventions of text types with occasional inconsistencies in register.</p> |
| | <p>Oral production</p> <p>Communicates by providing information and ideas across a range of topics.</p> <p>Comprehends most questions related to familiar topics and responds appropriately, relying on some support from the other speaker to sustain conversation.</p> <p>Makes some grammatical errors, but these do not affect meaning.</p> <p>Pronunciation is mostly accurate.</p> |
| | <p>Comprehension</p> <p>Identifies, and extracts and processes information from a variety of texts related to a range of topics. Recognises and comprehends hiragana and katakana script, as well as most of the simple kanji without furigana. Provides mostly accurate responses to literal questions and some correct responses to inferential questions.</p> |

| | |
|---|---|
| C | <p>Written production</p> <p>Expresses basic information, ideas and opinions.</p> <p>Uses familiar and repetitive vocabulary and sentence structures. Uses a limited and repetitive range of kanji. Makes errors in grammar, vocabulary, kanji, script and syntax which sometimes affect meaning. Prescribed kanji is sometimes omitted. Occasionally uses inappropriate script.</p> <p>Writing lacks structure and is sometimes influenced by English syntax.</p> <p>Observes some conventions of text types and makes errors in register.</p> |
| | <p>Oral production</p> <p>Communicates by providing some information and ideas. Comprehends questions related to familiar topics, but relies on support from the other speaker to prompt and rephrase in order to elicit a response. Uses a limited range of vocabulary and sentence structures with inaccuracies.</p> <p>Errors in pronunciation may affect meaning.</p> |
| | <p>Comprehension</p> <p>Identifies, and extracts and processes some information from texts and provides mostly correct responses to literal questions. Comprehends hiragana, katakana and some kanji, mostly with furigana. May give incomplete or incorrect answers to questions that require more detail.</p> <p>May select the wrong word or phrase when consulting the dictionary.</p> |
| D | <p>Written production</p> <p>Expresses basic information and opinions.</p> <p>Uses familiar and repetitive vocabulary, structures and script (including a few basic kanji). Makes errors in grammar and spelling, omits words and writes partial sentences.</p> <p>Writing is frequently repetitive and influenced by first language. Hiragana use is mostly accurate, but kana use is inappropriate for certain words. Writing displays errors in grammar and spelling, repetitive vocabulary and partial sentences. Some sentence structures are inappropriate and/or incomprehensible.</p> <p>Use of first language may affect meaning.</p> <p>Typically, does not observe the conventions of text types.</p> |
| | <p>Oral production</p> <p>Communicates with basic information and opinions. Comprehension is limited and relies on the other speaker to sustain the conversation.</p> <p>Uses a very limited range of vocabulary.</p> <p>Responds mostly in single words, fragmented sentences or first language.</p> |
| | <p>Comprehension</p> <p>Identifies, and extracts and processes limited information from texts. Responses are sometimes incomplete or incorrect.</p> |
| E | Does not meet the requirements of a D grade. |

Appendix 2 – Text type list

This list is provided to enable a common understanding of the text types listed in the syllabus.

| | |
|----------------------|---|
| Account | In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences, are often presented in a logical manner and at the conclusion there may be a resolution. Language is either formal or informal, with time words used to connect ideas, and action words used to describe events. In Japanese, the heading and author's name are located at the top right hand side and polite language is used. Paragraphing is indicated by a one square indent when squared paper is used. |
| Advertisement | Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form. |
| Announcement | In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence. |
| Article | Articles consist of a section of text from a newspaper, a magazine, a web page, or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Within an article, ideas or opinions are developed. Articles often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students. In Japanese, inclusion of the author's name is optional, but if included is written on the right hand side, one line below the title. Paragraphing is indicated by a one square indent when squared paper is used. Articles can be in plain or polite form, however, the register must be consistent. |
| Blog posting | Web logs (blogs) are basically journals that are available on the World Wide Web. Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. Typically, blogs combine text, images, and link to other blogs, web pages, and other media related to their topic. Students will generally be required to write a response to a blog (a posting). Postings can sometimes use a formal register, but may also be in informal or colloquial register. The language in a blog posting can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. In Japanese, the opening greeting clearly identifies the author. The register is informal, in the first person and in a conversational style. Incomplete sentences are used and awareness of gender is evident. |
| Cartoon | Cartoons or comic strips represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a cartoon or comic strip can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A cartoon or comic strip may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution. |

| | |
|---------------------|---|
| Chart | Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register. |
| Conversation | <p>In both spoken and written form, conversations often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and relationship between participants.</p> <p>In Japanese, scripts for a conversation have each participant commencing on a new line. Conversations can be in polite or plain register, depending on the relationship between the participants. If the language is informal, incomplete sentences are used and awareness of gender is evident. Formulaic expressions are also used to improve the flow of the conversation and link speakers.</p> |
| Description | <p>Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.</p> <p>In Japanese, descriptions have a title that indicates the content, and use formal language. Paragraphing is indicated by a one square indent when squared paper is used.</p> |
| Diary entry | <p>Diary entries record personal reflections, comments, information or experiences of the writer. The language of diary entries should generally be informal and colloquial and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name.</p> <p>In Japanese, the date and day is written on the top left hand side and the weather on the top right hand side of the entry. The language is informal with use of abbreviated words and incomplete sentences.</p> |
| Email | <p>The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both in assessment usage in order to indicate more clearly the context of the message.</p> <p>In Japanese, an email clearly shows the author and the recipient. When an email is addressed to a friend, it includes an appropriate casual greeting about health, a casual sign off at the end, and uses informal language with abbreviated words and incomplete sentences. Paragraphing is indicated by a one square indent when squared paper is used.</p> |

| | |
|--------------------------------------|--|
| Film or TV program (excerpts) | Excerpts are segments taken from a longer work of a television program or a film. They are often used to illustrate and strengthen understanding of a topic, provide a description of characters and settings, or present a series of events in a logical progression. Depending on the context, excerpts may be either in formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive, or persuasive. |
| Form | Forms contain a series of questions asked of individuals to obtain information about a given position, focus or topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses, and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application, for example, for a job. |
| Image | Images can frequently be used on their own, as they communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text. |
| Interview | In both spoken or written form, interviews often begin with an exchange of opening salutations, are followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences and pauses and fillers to maintain conversation. The register of interviews will often depend on the context and relationship between participants. |
| Invitation | Invitations can be simply examples of a formal letter, but can also be presented in graphic form, including sketches. They can require a formal response, in letter form, or can ask for single words to be inserted in the original layout in response. |
| Itinerary | Itineraries provide a plan for a journey. They present specific details and factual information about destinations, transportation methods, accommodation, list of the “to-dos”, attractions and events. Itineraries also include names, addresses and any other contact information necessary while on the journey. Depending on the context, itineraries may be either in formal or informal register, and present a range of tenses. |
| Journal entry | Journal entries record personal reflections, comments, information, or experiences of the writer. The language of journal entries should generally be informal and colloquial, and they are often written in the first person. Entries use subjective language to give a clear sense of the writer’s personality, and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly a place name. |

| | |
|----------------|--|
| Letter | <p>Formal letters are written communication in formal contexts, to convey/request information, to lodge a complaint, or to express an opinion. The layout of a formal letter must include the date, the address of sender and recipient, and a formal greeting and phrase of farewell. The language should be in formal register and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language, and a logical and cohesive sequence of ideas.</p> <p>In Japanese, formal letters use polite language and complex sentence structures. The opening paragraph should include reference to the weather or a seasonal event. The layout requires that the date is written at the bottom left hand side and the name is written at the bottom right hand side. If the letter is a job application, honorific greeting and sign-off is used, the person is addressed, and any additional documents which are included are mentioned. If the letter is to the editor of a newspaper, the editor is addressed and a pseudonym is used to sign off. A thank you letter to an invitation uses formal language, abbreviated words and incomplete sentences. Paragraphing is indicated by a one square indent when squared paper is used.</p> <p>Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter; possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, sentence structure often less complex than in formal letters, and a logical and cohesive sequence of ideas. In Japanese, informal letters use plain language written in the first person, abbreviated words and incomplete sentences. The layout requires a casual closing and no name sign off. Paragraphing is indicated by a one square indent when squared paper is used.</p> |
| Map | <p>Maps are a form of symbolisation, governed by a set of conventions, that aim to instruct, inform or communicate a sense of place. Maps are usually in a formal register and frequently use formulaic expressions. They should have a title, orientation, scale, longitude and latitude, an index grid and a symbols translator. They can be reproduced directly or can be modified to make the language more accessible for students.</p> |
| Message | <p>In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone, or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p> <p>In Japanese, the recipient's name is written at the top left hand side and the author's name at the bottom right hand side. The register is informal and written in the first person. Use of abbreviated words and incomplete sentences is evident, and information may be in point form.</p> |
| Note | <p>Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.</p> |

| | |
|---|---|
| Postcard | Messages written on postcards are always short and the language is informal. A postcard that is required as a response to a question will also be short and informal. |
| Review | Reviews are evaluations of publications, such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given. |
| Role-play | In both spoken and written form, role-plays are used to communicate and exchange ideas, information, opinions, and experiences. Role-plays would generally have only two speakers, but each speaker must be clearly identified. A role-play often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of role-plays will often depend on the context and relationship between participants. |
| Script – speech, interview, dialogue | Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, is followed by a question or statement, and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants. In Japanese, the script of a speech uses formal language. The speaker uses an appropriate greeting, introduces him or herself and the topic, and concludes by thanking the audience. |
| Sign | Signs convey a meaning. They present factual information about an object, a situation that exists, or an event that is about to occur. Signs use a formal register and are most often in graphic form. |
| Table | Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts, or ideas. Tables are typically graphical and contain very little text. However, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register. |

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive, but are provided as support only.

Unit 1

1. Polite forms

| Verbs | Adjectives | Copula 'to be' |
|-----------------------------------|---|---|
| ~ます : たべます かきます | ~いです : たかいです ~な : しずかです ~な : しずかなまちです | ~です : せんせいです。 |
| ~ました : たべました かきました | ~かったです : たかかったです ~な : しずかでした | ~でした : せんせいでした。 |
| ~ません : たべません かきません | ~くないです/~くありません : たかくないです たかくありません ~じゃないです/~ではありません : しずかじゃないです しずかではありません | ~では (じゃ) ありません : せんせいでは (じゃ) ありません。 |
| ~ませんでした : たべませんでした かきませんでした | ~くなかったです/~くありません でした : たかくなかったです たかくありませんでした ~じゃなかったです/~ではありません ませんでした : しずかじゃなかったです しずかではありませんでした | ~では (じゃ) ありませんでした。 せんせいでは (じゃ) ありません でした。 |
| ~ましょう : たべましょう かきましょう | | |

2. Stem of Masu form structures

| Form | Function/use | Elaborations |
|--------------|--------------------|--------------|
| Stem + に | indicating purpose | えいがをみにいきます。 |
| Stem + ませんか | inviting | デパートへいきませんか。 |
| Stem + ましょうか | suggesting | やきゅうをしましょうか。 |

3. Te form structures

| Form | Function/use | Elaborations |
|--------|---|----------------------|
| ～て | linking ideas (and; and so) | あさごはんをたべて学校にいきます。 |
| ～て+ から | expressing when you do something after | あさごはんをたべてからミルクをのみます。 |
| ～てください | requesting | たべてください。 |
| ～て+います | expressing a continuous action in the present | テレビをみています。 |

4. Noun + structures

| Form | Function/use | Elaborations |
|-------------|--------------------------------|---------------------|
| Noun + について | asking/talking about something | 日本のぶんかについておしえてください。 |

5. Particles

| Particle | Function/use | Elaborations |
|----------|------------------------------|--------------|
| は | topic marker | 私は学生です。 |
| | contrast | 本はありません。 |
| が | existence | おとうとが二人います。 |
| | expressing abilities | 日本語ができますか。 |
| | expressing likes, dislikes | りんごが好きです。 |
| | physical characteristics | ちちはめがあおいです。 |
| の | possessive (of, 's) | 私のペンです。 |
| | adjectival | 日本のくるまです。 |
| に | destination (to, into, onto) | パーティーにいきます。 |
| | indirect object | 先生にきいてください。 |
| | point of time | 三じはんにいきましょう。 |
| | purpose | えいがをみにいきます。 |

| Particle | Function/use | Elaborations |
|----------|------------------------|------------------------------|
| へ | direction (to) | 日本へ行きます。 |
| を | direct object | コーラをのみます。 |
| で | place of action | 学校でならいました。 |
| | by means of | おはしでたべます。 |
| や | linking (and so on) | 日本語やすうがくやえいごをべんきょう しています。 |
| と | linking (and) | 本とざっしをかいました。 |
| | with person | かぞくといきました。 |
| も | repetitive (too, also) | 私もいきます。 |
| | (both) | クリケットもやきゅうも好きです。 |

6. Sentence final particles

| Particle | Function/use | Elaborations |
|----------|--------------------------|-----------------------|
| ね / ねえ | tag question (isn't it?) | いいおてんきですね。 |
| よ | assurance | いいえいがですよ。 |
| | gentle persuasion | えいかにいきましょうよ。 |
| か | question marker | だれ・どこ・いつ・なん(etc.)ですか。 |

7. Words indicating extent

| Word | Function/use | Elaborations |
|-----------|-------------------------------|----------------|
| から | since, from (a point of time) | 三時から四じまでです。 |
| | since, from (a place) | イタリアからきました。 |
| まで | until (a point of time) | 三じまでべんきょうしました。 |
| | to, as far as (a place) | えきまであるきます。 |
| ごろ | approximate point of time | 妹は三じごろかえります。 |
| ぐらい / くらい | approximate | 五百人ぐらいいます。 |
| | amount/time/length | 三じかんぐらいかかります。 |

8. Conjunctions

| Conjunction | Function/use | Elaborations |
|-------------|--------------------------------|----------------------------|
| が | linking with a contrast (but) | 日本語はできますが、イタリア語はできません。 |
| そして | linking (and) | 本をよみました。そして、CD をききました。 |
| それから | linking (and then, after that) | 七じにおきました。それから、あさごはんをたべました。 |

Unit 2

1. Stem of Masu form structures

| Form | Function/use | Elaborations |
|-------------|--|----------------------------------|
| Stem + たいです | expressing what you want to do | ラジオをききたいです。 |
| Stem + そうです | expressing what something looks like | おいしそうです。 |
| Stem + すぎます | indicating that something is excessive | 食べすぎて、おなかがいたいです。 このとけいは高すぎます。 |

2. Te form structures

| Form | Function/use | Elaborations |
|-------|-------------------------------|--------------------------------|
| ～て | linking of adjectives | ～くて：やすくていいです。 ～で：きれいでしずかです。 |
| ～てみます | expressing what you try to do | ケーキをつくってみます。 日本語をはなしてみます。 |

3. Noun + structures

| Form | Function/use | Elaborations |
|----------------|---------------------|---------------------------|
| Noun はどう / いかが | asking for opinions | 日本はどうですか。 コーヒーはいかがですか。 |

4. Particles

| Particle | Function/use | Elaborations |
|----------|---|-----------------|
| の | possessive pronoun | これは先生のです。 |
| | locational | 本はつくえの上にあります。 |
| に | place of existence | しんぶんはここにあります。 |
| を | asking for something | コーラを二つください。 |
| | place of motion (pass by, along, through) | みちをまっすぐ行ってください。 |
| も | expressing neither | いぬもねこもいません。 |
| か | stating alternatives (or) | 今日かあしたしましょう。 |

5. Words indicating extent

| Word | Function/use | Elaborations |
|------|------------------------|--------------|
| いちばん | superlative (the most) | これが一番好きです。 |

6. Conjunctions

| Conjunction | Function/use | Elaborations |
|-------------|----------------------------|---|
| ですから | consequently (because, so) | あついですから、うみにおよぎに行きます。 しずかですから、としよかんでべんきょうします。 おなががすいています。だから、ごはんをたべたいです。 |
| けれども | however (but) | 日本語が好きです。けれども、じょうずじゃないです。 |
| でも | expressing contrast (but) | すしが好きです。でも、さしみは好きじゃないです。 |

7. Locational and directional terms

| Term | Function/use | Elaborations |
|-------------|-------------------|------------------------|
| (の)まえ(に) | in front of | ゆうびんきょくの前に学校があります。 |
| (の)した(に) | behind/underneath | テーブルのしたにいぬがいます。 |
| (の)うえ(に) | on top | つくえの上に本があります。 |
| (の)うしろ(に) | behind | ゆうこさんのうしろにひろきさんがいます。 |
| (の)むこうがわ(に) | on the other side | としょかんのむこうがわにぎんこうがあります。 |
| (の)ひだりがわ(に) | left hand side | ホテルはデパートの左がわにあります。 |
| (の)みぎがわ(に) | right hand side | よしださんはスミスさんの右がわにいます。 |
| (の)ちかく | next to | 私の家は川のちかくにあります。 |
| (の)そば(に) | near | トイレはしょくどうのそばです。 |
| (の)とおく(に) | far from | カルグーリはパースからとおいです。 |
| (の)なか(に) | inside | 本はつくえの中にあります。 |
| (の)そと(に) | outside | いぬはくるまのそとにいます。 |
| (を)みぎ/ひだり | right/left | かどを右にまがってください。 |
| (を)まっすぐ | straight | みちをまっすぐ行ってください。 |