Languages: Japanese

Catalogue of digital curriculum resources
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Introduction

This catalogue contains details about the digital curriculum resources for Japanese available from The Learning Federation (TLF). These resources have either been created by TLF or licensed from other sources and made available to all schools in Australia and New Zealand.

The learning objects are generally published in series and some learning objects within a series are aggregated into single learning objects. Aggregated learning objects are identified with the  symbol.

TLF-created content

There are two components to The Learning Federation's Japanese digital curriculum resources: Cracking the code and Close encounters.

The Cracking the code set of learning objects help students to learn and use the Japanese character-based writing system. Based on National Asian Languages and Studies for Australian Schools (NALSAS) research, these resources aim to enhance students' understanding of the Japanese writing system through analysis and interaction rather than simply memorisation.

The Close encounters set of learning objects is based on the principles of Intercultural Language Learning, in which students use the target language to communicate and interact in authentic activities that portray the socio-cultural characteristics of the target country. The learning objects incorporate a range of rich multimedia with spoken dialogue, enabling immersive intercultural language learning experiences not easily generated by students and teachers in the classroom. The learning object scenarios also offer opportunities for teachers and students to integrate other complementary and contributory online and offline activities.

Some learning objects contain non-TLF content. See the acknowledgements and conditions of use in the learning objects for details.

Content from other sources

TLF licenses content from other sources to include in the pool of digital materials for Japanese. These items are described in this catalogue as well.

Accessing and viewing the content

Government and non-government education authorities in each Australian state and territory and in New Zealand have responsibility for facilitating access to the pool of digital content. Full details about how to access the content, including the necessary technical and software requirements for viewing it, can be found at:

www.ndlrn.edu.au
Cracking the code

Matching

The Matching series requires students to identify matching hiragana, katakana or kanji from sets of similar characters in a series of activities that use characters of increasing complexity.

Matching hiragana (Years 2–8)

Students identify matching hiragana from sets of similar hiragana in a series of activities that use hiragana of increasing complexity.

Features include:
- focus on hiragana that are most easily confused
- linking of sound to the shape of each hiragana.

Students:
- identify matching hiragana in sets of similar katakana
- match pairs of hiragana using recall to identify subtle stroke differences.
- build their knowledge of simple hiragana by reviewing each hiragana and its sound.

Match it: matching hiragana A
L11421 – Years 2–8
Students look at sets of similar hiragana and pair up the hiragana that match exactly. The activity focuses attention on the subtle differences in strokes that form the different hiragana, and helps link sound to the shape of the different hiragana.

Match it: matching hiragana B
L11422 – Years 2–8
Students look at sets of similar hiragana and pair up the hiragana that match exactly. The activity focuses attention on the subtle differences in strokes that form the different hiragana, and helps link sound to the shape of the different hiragana.

Flip and match: matching hiragana A
L11423 – Years 2–8
Students flip cards to reveal hiragana that look alike. They pair up the hiragana that match exactly. The activity focuses attention on finding the subtle differences in strokes that form the different hiragana, and helps link sound to the shape of the different hiragana. There are three levels of difficulty.

Flip and match: matching hiragana B
L11424 – Years 2–8
Students flip cards to reveal hiragana that look alike. They pair up the hiragana that match exactly. The activity focuses attention on finding the subtle differences in strokes that form the different hiragana, and helps link sound to the shape of the different hiragana. There are three levels of difficulty.
Matching hiragana (Years 2–8)

This is a combination of the four 'Matching hiragana' learning objects.

Matching katakana (Years 2–8)

Students identify matching katakana from sets of similar katakana in a series of activities that use katakana of increasing complexity.

Features include:
- focus on katakana that are most easily confused
- linking of sound to the shape of each katakana.

Students:
- identify matching katakana in sets of similar katakana
- match pairs of katakana using recall to identify subtle stroke differences.
- build their knowledge of simple katakana by reviewing each katakana and its sound.

Match it: matching katakana A

L11426 – Years 2–8

Students look at sets of similar katakana and pair up the katakana that match exactly. The activity focuses attention on the subtle differences in strokes that form the different katakana, and helps link sound to the shape of the different katakana.

Match it: matching katakana B

L11427 – Years 2–8

Students look at sets of similar katakana and pair up the katakana that match exactly. The activity focuses attention on the subtle differences in strokes that form the different katakana, and helps link sound to the shape of the different katakana.

Flip and match: matching katakana A

L11428 – Years 2–8

Students flip cards to reveal katakana that look alike. They pair up the katakana that match exactly. The activity focuses attention on finding the subtle differences in strokes that form the different katakana, and helps link sound to the shape of the different katakana. There are three levels of difficulty.
Flip and match: matching katakana B
L11429 – Years 2–8
Students flip cards to reveal katakana that look alike. They pair up the katakana that match exactly. The activity focuses attention on finding the subtle differences in strokes that form the different katakana, and helps link sound to the shape of the different katakana. There are three levels of difficulty.

Matching katakana
L11430 – Years 2–8
This is a combination of the four ‘Matching katakana’ learning objects.

Matching kanji (Years 4–10)
Students identify matching kanji from sets of similar kanji in a series of activities that use kanji of increasing complexity.

Features include:
- selected kanji are composed of one or more basic components, each with its own meaning and sound.

Students:
- identify matching kanji in sets of similar kanji
- build their knowledge of simple kanji by checking meanings and spoken examples
- match pairs of kanji using recall to identify subtle stroke differences.

Match it: matching kanji A
L712 – Years 4–10
Students look at sets of similar kanji and pair up the kanji that match exactly. The activity focuses attention on the subtle differences in strokes that form the different kanji and helps link sound and meaning to simple kanji.

Match it: matching kanji B
L713 – Years 4–10
Students look at sets of similar kanji and pair up the kanji that match exactly. The activity focuses attention on the subtle differences in strokes that form the different kanji and helps link sound and meaning to simple kanji.
### Flip and match: matching kanji A
L715 – Years 4–10
Students flip cards to reveal kanji that look alike. They pair up the kanji that match exactly. The activity focuses attention on the subtle differences in strokes that form the different kanji, and helps link sound and meaning to simple kanji. There are three levels of increasing difficulty.

### Flip and match: matching kanji B
L716 – Years 4–10
Students flip cards to reveal kanji that look alike. They pair up the kanji that match exactly. The activity focuses attention on the subtle differences in strokes that form the different kanji, and helps link sound and meaning to simple kanji. There are three levels of increasing difficulty.

### Matching kanji [Japanese]
L931 – Years 4-10
This is a combination of the four ‘Matching kanji’ learning objects.
Radical Hunt (Years 5–10)

Students hunt for hidden kanji in different settings and learn how the radical side of a kanji contributes to its meaning.

Features include:
- selected kanji grouped by common radicals.

Students:
- notice that the meaning of radicals contributes to the meaning of compound kanji
- identify radicals that contribute to the meaning of compound kanji
- find kanji hidden near the things they represent and notice they are compound kanji that share a common radical.

Radical Hunt: Island Hunt [Japanese]
L1153 – Years 5–10
Students explore Ibis Island and search for Japanese compound kanji that share a common radical. They discover the related meanings of the kanji in order to see the rare crested ibis. Students use a kanji detector to roll over the spot where a kanji is hidden to find its sound and meaning. Each location has a common radical. Students find all 20 kanji at four locations and sort the kanji according to their radicals.

Radical Hunt: Holiday Hunt
L1154 – Years 5–10
Students explore four locations on their way to a holiday resort: arriving at the airport, waiting in the departure lounge, boarding the plane and at the island. Using a camera tool, students engage in an online scavenger hunt for kanji dispersed at these locations, encountering unique vocabulary to match each location. The vocabulary selected highlights certain radicals that form the kanji, enabling students to understand the relationship between the parts of a kanji and its meaning.
Kanji whiz (Years 2–10)

Students use a range of visual recognition strategies to decode Japanese characters.

Features include:
- rich multimedia resources including sound, pictures and text
- kanji and their associated structures used for a particular session are progressively stored in a chart for students to review
- a challenge level, to provide students with further practice in associating correct structures with a character.

Students:
- look at the structure of kanji appearing on balloons, kites and hagoita
- continue to break up the kanji until there are only two components remaining
- identify kanji structures correctly to earn a reward
- notice there are some exceptions to the general patterns when compounding kanji
- understand that kanji are either basic (a single component) or compound (can be divided into two elements)
- learn that compound kanji have a range of structures: left–right, top–bottom, and enclosed on two, three or four sides.

Kanji whiz: balloon
L706 – Years 2–8
Students look at the structure of kanji appearing on a series of balloons. Classify the structure of each kanji. Correct answers will pop the balloons. Students learn that a combination of kanji is called a structure. There are ten main structures as well as some exceptions. They learn the first three structures.

Kanji whiz: kite
L708 – Years 4–10
Students look at the structure of kanji appearing on a series of kites. They classify the structures of each kanji. Correct answers will release the kites. They learn the first six structures and build their knowledge of character components and structures by checking meanings and spoken examples. Notice there are some exceptions to the general patterns when compounding kanji.

Kanji whiz: hanetsuki
L710 – Years 5–10
Students look at the structure of kanji appearing on hanetsuki. They break up each kanji into two sides and classify its structure. They continue to break up the kanji until there are only two components remaining. Correct answers will earn some sushi to eat. A combination of kanji is called a structure. Students learn the ten main structures used to classify compound kanji.
Kanji whiz
L929 – Years 5–10
This learning object is a combination of three ‘Kanji whiz’ learning objects.

Samurai castle (Years 6–10)
Students take on the role of a ninja who has to retrieve a precious treasure guarded by the samurai. They need to find and retrieve the three Keys of Valour, Wisdom and Benevolence to unlock the door to the treasure.

Features include:
• opportunities to apply the specific order for writing a kanji
• identification of the simple common components that make up kanji
• increasing difficulty level as the series progresses.

Students:
• understand that basic kanji can be joined together to make new kanji, called components, which must be put together in a particular order
• select and order kanji components using conventions
• identify common components that make up kanji.

Samurai castle: Daimyo
L1041 – Years 6–10
With the help of a ninja mentor, the student finds the three Keys of Valour, Wisdom and Benevolence and makes their way through the castle grounds to unlock the door to the treasure. They identify components of kanji and replace these components correctly to reconstruct scrolls, and choose hidden paths by following common components.

Samurai castle: Shogun
L1042 – Years 6–10
With the help of a ninja mentor, the student finds the three Keys of Valour, Wisdom and Benevolence and makes their way through the castle grounds to unlock the door to the treasure. They identify components of kanji and replace these components correctly to reconstruct scrolls, and choose hidden paths by following common components.
Kanji quiz (Years 5–10)

The Quiz show series assists students to deduce the meaning of compound words from the meanings of the individual kanji.

Features include:
- opportunities to link the sound and meaning relationships between compound words that share the same key kanji
- audio clips with the pronunciation for single kanji and compound words
- random generation of characters to encourage repeated use.

Students:
- deduce the composition of compound words by relating the meanings of individual characters to the meaning of a compound word
- relate the meaning of compound words to their component kanji
- explore the sound and meaning relationships between compound words that share the same key kanji.

Kanji wheel of discovery 1
L624 – Years 5–10
In quiz show format students spin two wheels to make compound words from two groups of kanji. They use the meanings of the individual kanji to work out the meaning of each compound words. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.

Kanji wheel of discovery 2
L1331 – Years 5–10
Students spin two wheels to make compound words from two groups of kanji. They use the meanings of the individual kanji to work out the meaning of each compound kanji. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words. Level 2 uses more complex kanji.

Kanji pick a box 1
L625 – Years 6–10
In a pick-a-box game format, students deduce the composition of compound words by relating the meanings of individual kanji to the meaning of a compound word. Students explore the sound and meaning relationships between compound words that share the same key kanji. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.

Kanji pick a box 2 [Japanese]
L11431 – Years 6–10
In a pick-a-box game format, students deduce the composition of compound words by relating the meanings of individual kanji to the meaning of a compound word. Students explore the sound and meaning relationships between compound words that share the same key kanji. Students review the compound words made in the game and can win a virtual prize for successfully identifying enough words.

Trailblazer (Years 8–10)
Set within an adventure game context, students race to win all the codes needed to free their friends who have been captured. At each location on the two different games, compound word problems must be solved to get access to the codes.

Features include:
- words represented by one or more kanji
- different styles of problems that require students to use the available sound and meaning information to deduce the answer.

Students:
- look at how the meaning of individual kanji can contribute to the meaning of a compound word (composed of two or more kanji)
- deduce the meaning of compound words by relating the meanings of the individual kanji
- discover the series of codes needed to release their friends
- review all of the compound words and finally release the prisoners at the end of the trail.

Trailblazer: kyuukou [Japanese]
L2499 – Years 8–10
Students have to select the meaning of compound words, select kanji to complete compound words or select compound words given the meaning to win the nine codes needed to free their friends.

Trailblazer: tokkyuu [Japanese]
L2500 – Years 8–10
Students have to select the meaning of compound words, select kanji to complete compound words or select compound words given the meaning to win the twelve codes needed to free their friends.
**Close encounters**

**Lost bike** (Years P–2)

Students build bikes based on the characteristics of size, colour and bike accessories. They then go to find the bikes in a village.

**Features include:**
- repetition and visual, textual and spoken feedback to support students' language learning
- images showing the use of bicycles as modes of transport and recreation
- comparisons and contrasts between Japanese and Australian cultures.

**Students:**
- use descriptive words and phrases, terms of comparison, adjectives and word order, and familiar language around thanks and greetings.

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**Lost bike: build your own bike [Japanese]**

L1214 – Years P–2

Match pictures of bikes with words describing size, colour and accessories. Choose words to complete a description of a bike you would like to build. Use pictures and feedback to find where bikes are hidden in a town.

Image reproduced courtesy of The Japan Forum Photo Data Bank.

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**Lost bike: build to order [Japanese]**

L1215 – Years P–2

Match pictures of bikes with words describing size, colour and accessories. Build a bike to match a description given by a Japanese friend. Use pictures and feedback to find where bikes are hidden in a town.

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**Lost bike [Japanese]**

L1216 – Years P–2

This is a combination of the two 'Lost bike' learning objects.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Dressing up (Years P–2)

Students are introduced to a range of basic clothing items for three distinct occasions: going to school, going skiing and attending the lantern festival (matsuri).

**Featured include:**
- vocabulary, listening and reading skills in Japanese as well as important cultural information relating to clothing
- a range of clothing items suitable for school, skiing and attending a festival
- a choice between school-aged characters Saeko (girl) and Kenichi (boy)
- simple instructions and feedback in Japanese.

**Students:**
- identify items of clothing and explore vocabulary related to dressing for school, skiing or attending the lantern festival (matsuri)
- follow instructions given in Japanese to dress a boy or a girl.

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**Dressing up: school [Japanese]**

L1019 – Years P–2

Students explore clothes worn in Japan. They identify clothing items suitable for wearing to school and follow instructions to dress a boy or girl.

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**Dressing up: skiing [Japanese]**

L1020 – Years P–2

Students explore clothes worn in Japan. They identify clothing items suitable for skiing and follow instructions to dress a boy or girl.

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**Dressing up: lantern festival [Japanese]**

L1021 – Years P–2

Students explore clothes worn in Japan. They identify clothing items suitable for going to a lantern festival and follow instructions to dress a boy or girl.

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**Dressing up [Japanese]**

L1022 – Years P–2 🌹

This is a combination of the three ‘Dressing up’ learning objects.
Number trains (Years P–3)

Students use their knowledge of Japanese numbers from 1 to 400 to arrange train carriages according to numbers on their sides.

Features include:
- visual and audio equivalents of numbers in Japanese
- a visual context in which students sequence numbers in Japanese by predicting, testing and confirming
- an interactive context in which students develop and consolidate counting skills that are fundamental to addition and subtraction skills
- randomised number generation that encourages repeated use.

Students:
- practise using and identifying numbers in Japanese
- relate number 'names' and values to Japanese numbers and number words
- identify the number before and after a given number
- connect Japanese number words and numerals to the quantities they represent using dice dots and ten-frames
- identify place value in two-digit and three-digit numbers.

Number trains: 1–10 [Japanese]
L9882 – Year P

Students use their knowledge of Japanese numbers one to ten to arrange train carriages according to numbers on their sides. The numbers are represented in a range of formats such as Japanese number words written in hiragana, numerals, dice dots or counting frames.

Number trains: 1–20 [Japanese]
L9883 – Years 1–2

Students use their knowledge of Japanese numbers from 1 to 20 written in hiragana to arrange train carriages according to numbers on their sides.

Number trains: 10–400 [Japanese]
L9884 – Years 1–3

Students use their knowledge of how to count by tens in Japanese numbers to arrange train carriages according to numbers on their sides. The numbers are represented in a range of formats such as Japanese number words written in hiragana, numerals, dice dots or counting frames.

Number trains [Japanese]
L8710 – Years P–3

Students use their knowledge of Japanese numbers from 1 to 400 to arrange train carriages according to numbers on their sides. This is an aggregate learning object combining the other three objects in this series.
Kite kit (Years P–6)

Students make kites based on the characteristics of shape, colour, printed designs and tails. As they construct a kite to their own liking, students are introduced to a range of basic and useful vocabulary.

Features include:
- descriptive words and phrases, terms of comparison, adjectives, and word order and familiar language around thanks and greetings
- repetition plus visual, textual and spoken feedback to support students’ language learning.

Students:
- design as many kites as they like, and then help a friend make a kite
- recognise and apply Japanese words and phrases associated with compass directions, wind speed and height
- learn language about places, including cultural features in Japan.

Kite kit: flying [Japanese]
L1220 – Years P–6

Students fly kites in a range of places in Japan. They can adjust wind direction and flying height and are introduced a number of basic vocabulary items. This learning object is the least complex of the three 'Kite kit' learning objects.

Kite kit: colour, shape and design: level 1
[Japanese]
L1219 – Years P–3

Students use and recognise simple words describing colour, size, shape and cultural images. They choose simple words to complete instructions for making a kite. They then make another kite by following instructions given by a Japanese friend. Opportunities are available to fly the kites in a range of places in Japan by adjusting compass direction, wind speed and flying height.

Kite kit: colour, shape and design: level 2
[Japanese]
L857 – Years 4–6

Students use and recognise complex words describing colour, size, shape and cultural images. They choose complex words to complete instructions for making a kite. They then make another kite by following instructions given by a Japanese friend. Opportunities are available to fly the kites in a range of places in Japan.
Japan by adjusting compass direction, wind speed and flying height.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Dragon's jumble series (Years 1–3)

Students put images and sentences in order to unjumble a dragon's dream.

Features include:
- opportunities for students to put a sequence of pictures in order, and then match Japanese sentences to the sequence
- opportunities for students to use temporal connectives to link events in a recount
- audio support of Japanese text to assist student comprehension
- three print options for students’ completed recounts: pictures only, text only, or both pictures and text.

Students:
- put pictures in the correct sequence to retell a recount in Japanese
- match sentences written in Japanese to pictures
- use temporal connectives to link different phases of a recount
- observe that some Japanese temporal connectives are interchangeable.

Dragon's jumble: dream [Japanese]
L9800 – Years 1–3

Students help a dragon remember what happened in his dream. They view four pictures from a recount and choose sentences to match what is shown in each picture. They add temporal connectives such as はじめに, そして, それから, おわりに to show the order of events.

Dragon's jumble: garden [Japanese]
L9806 – Years 1–3

Students help a dragon remember what happened in his garden. They place four pictures from a recount in the correct order and choose sentences to match what is happening in the pictures. They add temporal connectives such as さいしょに, そして, そのあと, おわりに to show the order of events.
My design series [Japanese] (Years 2–4)

Students design an animated cat or car by following simple instructions in Japanese and choosing labelled elements that describe mood, size, position, colour and voice.

Features include:
- a range of design elements for students to explore
- audio support for all Japanese text, including instructions and labels
- an animation of the student's completed cat or car
- an option to print the student's design.

Students:
- recognise and respond to words, phrases and simple sentences in spoken and written Japanese
- use adjectives in Japanese for mood, size, position, colour and voice
- read simple sentences in Japanese such as くるまのおおきさをえらんで。

My design: talking cat [Japanese]
L10284 – Years 2–4

Students design a cat that speaks in Japanese. They choose a voice and background picture for their cat, decide on a name and select a note about their cat.

My design: talking car [Japanese]
L10277 – Years 2–4

Students design a car that speaks in Japanese. They select items to determine their car's mood, size, position and colour. Students then choose a message in Japanese to describe their talking car.

This learning object contains non-TLF Content. See Acknowledgements in the learning objects.
**Manga professional (Years 3–8)**

Students play the role of a new employee in a manga design studio.

**Features include:**
- scaffolding throughout the learning objects
- task-centred feedback via a mentor
- a range of social settings and speech types
- information about Manga, the Japanese comic book genre.

**Students:**
- explore the background and learn about the conventions of manga
- understand the use of onomatopoeic words and dialogue appropriate to storyline
- complete two unfinished manga pages.

<table>
<thead>
<tr>
<th>Manga professional: don't do that 1</th>
<th>L899 – Years 3–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students practise by working on a story about a family car trip with an exciting finish. They choose appropriate onomatopoeia and dialogue. Then build a sequence of pictures for a new manga story about a brother and sister who both want the same manga at the same time. This activity is especially designed to engage the interest of boys and girls.</td>
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</tbody>
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<table>
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<tr>
<th>Manga professional: don't do that 2</th>
<th>L611 – Years 7–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work on a manga about a family car trip with an exciting finish. They choose appropriate onomatopoeia and dialogue. Then they build a sequence of pictures for a new manga story about a brother and sister who both want the same manga at the same time. This activity is especially designed to engage interest of boys and girls.</td>
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<tr>
<th>Manga professional: an important day 1</th>
<th>L901 – Years 3–6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work on a manga about a postman’s surprise. They choose appropriate onomatopoeia and dialogue. Then they build a sequence of pictures for a new manga story about a birthday party with a messy ending. This activity is especially designed to engage the interest of girls.</td>
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</table>

<table>
<thead>
<tr>
<th>Manga professional: an important day 2</th>
<th>L613 – Years 7–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students work on a manga about a postman’s surprise. They choose appropriate onomatopoeia and dialogue. Then they build a sequence of pictures for a new manga story about a birthday party with a messy ending. This activity is especially designed to engage the interest of girls.</td>
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</tr>
</tbody>
</table>
**Manga professional: be careful 1**

L900 – Years 3–6

Students work on a manga about a skiing 'trip'. They choose appropriate onomatopoeia and dialogue. Then they build a sequence of pictures for a new manga story about young samurai fighters in origami hats. This activity is especially designed to engage the interest of boys.

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**Manga professional: be careful 2**

L612 – Years 7–8

Students work on a manga about a skiing 'trip'. They choose appropriate onomatopoeia and dialogue. Then they build a sequence of pictures for a new manga story about young samurai fighters in origami hats. This activity is especially designed to engage the interest of boys.

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This series contains non-TLF content. See Acknowledgements in the learning objects.
Vending machines (Years 3–10)

Students meet some friends on a train platform and ask them questions to take their drink and food ‘orders’. Students then go to the vending machine to select the appropriate item.

Features include:
- opportunities to explore differences between aspects of Japanese culture and their own culture
- a range of food and drinks like those available from vending machines in Japan.

Students:
- interpret nouns and adjectives around drinks, food, ordering and currency.

Vending machines: drinks
L544 – Years 3–6

Students ask a friend what they would like to drink. They identify that drink in a vending machine and buy the drink and give it to your friend.

Vending machines: food
L546 – Years 3–6

Students ask a friend what they would like to eat. They identify that food in a vending machine and buy the item and give it to your friend.

Vending machines: food and drinks
L548 – Years 3–6

Students ask a friend what they would like to drink. They identify those foods or drinks in a vending machine and buy the items and give them to your friend.

Vending machines: drinks and money
L545 – Years 7–10

Students ask three friends what they would like to drink. They identify those drinks in a vending machine and use coins to buy the drinks.
Vending machines: food and money  
L547 – Years 7–10

Students ask three friends what they would like to eat. They identify those foods in a vending machine and use coins to buy the items.

Vending machines: food, drinks and money  
L549 – Years 7–10

Students ask three friends what they would like to eat or drink. They identify those foods or drinks in a vending machine and use coins to buy the items.
Train a sumo wrestler (Years 5–10)

Students get a taste of the traditional sport of Japanese sumo, the status and hierarchy among wrestlers, training timetables, coaching and diet schedules and the significance of various aspects of the game.

Features include:
- a virtual library of information about sumo wrestling
- a series of multiple-choice, cloze and matching tasks.

Students:
- gain exposure to a variety of informal language structures, as well as vocabulary specific to sumo wrestling culture
- apply Japanese words and phrases associated with timetables, eating, coaching and sumo wrestling
- design a training and diet schedule for a sumo wrestler
- investigate cultural aspects of sumo wrestling.

Train a sumo wrestler: beginner
L649 – Years 5–8

Students coach a trainee sumo wrestler and watch their trainee try to become a champion wrestler by winning a match.

Train a sumo wrestler: champion
L1230 – Years 9–10

Students coach a champion sumo wrestler and watch their champion wrestler try to become a grand champion by winning a match.
**Photo album** *(Years 5–10)*

Through the character of a young Japanese school girl and her album of photos, students are introduced to various unique aspects of Japanese life under the themes of celebrations, daily life and school.

**Features include:**
- authentic photographic images of Japan and descriptions of cultural aspects of Japanese school life
- language complexity that increases in the versions for older students (years 9–10)
- activities such as matching captions with the appropriate photograph and targeted multiple-choice questions.

**Students:**
- develop important skimming and scanning reading skills, as well as global and detailed listening skills
- complete a cloze exercise relating to the images encountered, consolidating learnt vocabulary.

### Photo album: celebrations 1 [Japanese]

**L844 – Years 5–8**

Students place captions to photos that include celebrations such as a school sports day, a wedding ceremony and a girl making rice cakes for New Year. They answer various questions about what they see.

### Photo album: celebrations 2 [Japanese]

**L1227 – Years 9–10**

Students place captions to photos that include a ‘Setsubun’ festival, a wedding ceremony and men in happi coats carrying a Shinto shrine. They answer various questions about what they see.

### Photo album: daily life 1 [Japanese]

**L845 – Years 5–8**

Students place captions to photos that include shops around Shinjuku, cooking at home and teenagers playing computer games. They answer various questions about what they see.
Photo album: daily life 2 [Japanese]
L1228– Years 9–10

Students place captions to photos that include shops around Shibuya, subway ticket machines and convenience stores. They answer various questions about what they see.

Photo album: school life 1 [Japanese]
L846 – Years 5–8

Students place captions to photos that include activities such as a calligraphy class, baseball practice and students cleaning a classroom. They answer various questions about what they see.

Photo album: school life 2 [Japanese]
L1229 – Years 9–10

Students place captions to photos that include activities such as a calligraphy class, volleyball practice and students eating lunch. They answer various questions about what they see.

This series contains non-TLF content. See Acknowledgements in the learning objects.
Direct a taxi (Years 9–12)

In the Direct a taxi series, the student acts as a trainee taxi controller for a taxi company in the Japanese city of Kyoto.

Features include:
- feedback from both the 'boss' of the taxi company, and the taxi driver over the 'intercom'
- maps of landmark locations within Kyoto.

Students:
- choose travel routes by completing driving instructions in the form of cloze tasks
- apply Japanese words and phrases associated with time, compass directions, navigating streets, landmarks and events.
- become familiar with central Kyoto.

Direct a taxi: Kyoto traffic jam
L1233 – Years 9–10

Students get to know landmarks in central Kyoto and direct a taxi through traffic hazards and conditions to pick up and drop off passengers. The complexity of the task increases as the student gains experience.
Feedback is mostly in English.

Direct a taxi: Kyoto traffic mayhem
L1232 – Years 11–12

Students get to know landmarks in central Kyoto and direct a taxi through traffic hazards and conditions to pick up and drop off passengers. The complexity of the task increases as the student gains experience.
Traffic conditions and feedback are all in Japanese.
Moshi moshi (Years 7–10)

Using a virtual mobile phone experience, students receive SMS text messages and voicemail in Japanese from Japanese friends. They must interpret these messages using their listening and reading skills, then reply by sending an address, calendar entry or photo.

Features include:
- scenarios including a social outing with friends, a farewell party, and their band's practice and concert sessions
- simulations of foreign language/cultural experiences
- guided visual support during each task and feedback in the form of extra phone messages.

Students:
- apply Japanese words and phrases associated with making social arrangements
- practise skimming and scanning reading skills and listening for gist and specific information
- apply informal style functional language relating to making requests, asking for information, expressing gratitude, and following instructions.
- can customise ring tones, phone cover designs and other settings.

**Moshi moshi: meeting up with your mates**  
L705 – Years 7–10

Students confirm arrangements for a social outing. They customise a mobile phone with their own welcome message, ring tones and other settings and use phone menus and message logs to communicate with friends.

**Moshi moshi: sayonara, Yoko!**  
L1241 – Years 7–10

Students confirm arrangements for a farewell party. They customise a mobile phone with their own welcome message, ring tones and other settings and use phone menus and message logs to communicate with friends.

**Moshi moshi: join the band**  
L1242 – Years 7–10

Students confirm arrangements for a band's practice sessions and concert performance. They customise a mobile phone with their own welcome message, ring tones and other settings and use phone menus and message logs to communicate with friends and agents.
Lost bag (Years 9–10)

Students consider their options when they land at Tokyo airport and realise that their luggage, which contains important travel documents, is missing from the baggage claim area. This is the challenge posed in this series designed to sensitise students to culturally appropriate ways of communicating in Japan.

Features include:
- demonstration of emotive language
- opportunities to practise applying functional language such as requesting assistance and asking for information.

Students:
- recognise and use correct language to negotiate and question
- compare effective communication styles in Japanese with their own culture
- use speech acts to interact with Japanese people in a culturally appropriate way, including greetings.

Lost bag: ask a baggage handler [Japanese]
L1262 – Years 9–10

Students listen to how another traveller handles a similar experience and notices how the baggage handler reacts to phrases, tone of voice, gestures and facial expressions. Students then select the most culturally appropriate way of asking a baggage handler to help.

Lost bag: hotel reception [Japanese]
L1263 – Years 9–10

Students continue to the hotel, where they follow up on their room booking and explain to hotel reception their predicament in terms of lost luggage and passport documents. The key for students is to try to maintain a level of politeness, which will determine how well they are treated in the hotel.
Movie mayhem: school trip [Japanese] (Years 9–10)

Students edit a film about three Japanese students on a school bus trip to Hiroshima. They follow the story of the city sights over three days. Students must identify images needed to complete the film, making sure the images match the script and that the emotions shown and the spoken words used suit the cultural setting.

Features include:
- a range of adjectives to describe people
- a story about a school trip to Hiroshima to engage students
- a range of functional expressions including exclamations, giving instructions, suggestions and warnings
- specific intonation techniques that inject an emotional tone into speech
- an option to print a storyboard assembled by the student.

Students:
- progress through a series of film scenes, reading and listening in Japanese to a set of three shots that make up each scene
- choose the correct take of a missing shot depending on the meaning of the text
- ensure that all images match the given dialogue and that the emotions shown and the spoken words used suit the cultural setting
- identify words and emotions suited to their cultural context
- examine how emotions are conveyed in a Japanese context
- create a culturally accurate narrative using the soap opera genre.

Movie mayhem: school trip [Japanese]
L1247 – Years 9–10

Students progress through a series of film scenes, reading and listening to a set of three shots that make up each scene. They then choose the correct take of a missing shot depending on the meaning of the text. The dialogue of the three characters covers a range of emotions making it a useful starting point for examining how emotions are conveyed in Japanese.
Mystery objects [Japanese] (Years 9–10)

Students ask for information using culturally appropriate language. A focus of this series is to help students to extract meaning from pictorial, audio and textual clues.

Features include:
- examples of polite and impolite language, formal and informal vocabulary and expression
- opportunities to practise listening and reading for global understanding and specific detail
- audio to assist students to recognise appropriate and inappropriate language.

Students:
- explore information about the passengers and the luggage items, and simulate an interview with each passenger
- listen to interview questions and answers
- recognise and apply Japanese words and phrases associated with travel
- use speech acts involving questioning with both formal and informal language, appropriate to age and gender
- select language suited to a physical setting and according to their relationship with a conversation partner
- ask for information using culturally appropriate phrases according to age.

Mystery objects: matching objects to a person: Akira Sato
L1255 – Years 9–10

Students sort out some mixed-up luggage and examine objects such as chopsticks, a dictionary and a postcard. They explore biographical information about a bus passenger named Akira Sato and match the items of luggage to their owner.

Mystery objects: matching objects to a person: Harumi Nishikawa
L4749 – Years 9–10

Students sort out some mixed-up luggage and examine objects such as chopsticks, a dictionary and a postcard. They explore biographical information about a bus passenger named Harumi Nishikawa and match the items of luggage to their owner.

Mystery objects: matching objects to a person: Jack Grant [Japanese]
L1254 – Years 9–10

Students sort out some mixed-up luggage and examine objects such as chopsticks, a dictionary and a postcard. They explore biographical information about a bus passenger named Jack Grant and match the items of luggage to their owner.
**Mystery objects: matching objects to a person:**
*Rachael Wood [Japanese]*
L4750 – Years 9–10

Students sort out some mixed-up luggage and examine objects such as chopsticks, a dictionary and a postcard. They explore biographical information about a bus passenger named Rachael Wood and match the items of luggage to their owner.

**Mystery objects: matching objects to people**
*Japanese*
L855 – Years 9–10

This is a combination of the four 'Mystery objects' learning objects.
Content from other sources

My family (Years P–4)
Students meet a local family and learn about relationships in a family tree.

Features include:
• vocabulary and basic sentence structure to describe family relationships.

Students:
• explore the composition of a range of families
• explore common numbers.

My family [Japanese]
L1458 – Years P–4
Students listen to spoken Japanese and look at translations.
Sugoi! (Years P–8)

Students explore the social and physical context of Japan.

Originally published by Curriculum Corporation on CD-ROM, 'Sugoi!' is an initiative of the Curriculum Support Directorate of the New South Wales Department of Education and Training. It was jointly developed by the Curriculum Support Directorate of the New South Wales Department of Education and Training and Curriculum Corporation.

Features include:
- audio, and Japanese and English translations for all target language content
- all instructions given in English.

Students:
- apply reading and listening skills to solve puzzles
- match written or spoken phrases to images
- explore dialogue and language used in daily life.

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Sugoi! Greetings: saying hello and goodbye
L4777 – Years P–8

Students listen to Japanese people saying hello and goodbye to each other. They hear and observe that each person chooses words according to the time of day. For example, a student chooses 「おはよう」 when greeting someone in the morning.

Sugoi! Greetings: saying how you are
L4778 – Years P–8

Students listen to Japanese people saying hello and asking each other how they are.

Sugoi! Greetings: saying how you feel
L4779 – Years P–8

Students listen to people asking how someone feels. For example ‘Are you feeling … (thirsty, hungry, okay)?’, ‘Yes, I am feeling/No, I'm not feeling (hungry, thirsty, well)’.

Sugoi! Greetings
L4776 – Years P–8

This is a combination of the three 'greetings' learning objects.
Sugoi! 1, 2, 3: counting 1–10
L4781 – Years P–8
Students listen to Japanese numbers up to ten then select numbers on a calculator to match spoken numbers.

Sugoi! 1, 2, 3: counting 11–100
L4782 – Years P–8
Students explore Japanese numbers from 1 to 100 listening to patterns within the sequence of characters and sounds. Students then match spoken numbers to numerals on a calculator.

Sugoi! 1, 2, 3: Prices
L4783 – Years P–8
Students listen to descriptions of items and prices then match item and price descriptions to a price tag.

Sugoi! 1, 2, 3
L4780 – Years P–8
This is a combination of the three ‘1, 2, 3’ learning objects.

Sugoi! My body: parts of the body
L4785 – Years P–8
Students explore the Japanese names for parts of the body and match the spoken names of parts of the body to their correct positions.

Sugoi! My body: physical characteristics
L4786 – Years P–8
Students explore the Japanese names for physical characteristics of the body then match spoken names of big and small parts of the body to their correct positions.
Sugoi! My body: at the doctor's
L4787 – Years P–8

Students listen to patients describe how they are feeling to a doctor then match the health problems heard to the correct patients.

Sugoi! My body
L4784 – Years P–8

This is a combination of the three 'My body' learning objects.

Sugoi! About me: what is my name?
L4789 – Years P–8

Students listen to a girl ask people 'What's your name?' then match the phrase to the person most likely to have said it.

Sugoi! About me: how old am I?
L4790 – Years P–8

Students listen to children in the playground saying their age and hear how to answer the question 'How old are you?' Students match each age with its corresponding number.

Sugoi! About me: where do I come from?
L4791 – Years P–8

Students listen to children in a playground answer the question 'Where do you come from?' They match the children's response with their country's flag.

Sugoi! About me
L4788 – Years P–8

This is a combination of the three 'About me' learning objects.
<table>
<thead>
<tr>
<th><strong>Sugoi! Time: the hours</strong></th>
<th>L4866 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the time in hours on an analogue and a digital clock. They adjust a clock face or digital clock to match a spoken time.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sugoi! Time: hours and half-hours</strong></th>
<th>L4867 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the time in hours and half-hours on an analogue and digital clock. They listen to train arrival times and select those times on a clock.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sugoi! Time: daily activities</strong></th>
<th>L4868 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students look at slides of a boy's daily activities. They then match clocks to the daily activities.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sugoi! Time</strong></th>
<th>L4865 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a combination of the three 'Time' learning objects.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sugoi! Going places: places and weekdays</strong></th>
<th>L4870 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore the places that a boy visits on each day of the week. They listen to his descriptions and match each postcard to the day of the week.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sugoi! Going places: what you can and can't do</strong></th>
<th>L4871 – Years P–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students explore water sports and listen to two children talk about which activities they can and can't do. Students match icons to the water activities mentioned.</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Code</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Sugoi! Going places: animals you see and hear</td>
<td>L4872</td>
</tr>
<tr>
<td>Sugoi! Going places</td>
<td>L4869</td>
</tr>
<tr>
<td>Sugoi! Let's eat: eating and drinking</td>
<td>L4874</td>
</tr>
<tr>
<td>Sugoi! Let's eat: the fruit shop</td>
<td>L4875</td>
</tr>
<tr>
<td>Sugoi! Let's eat: what's cooking?</td>
<td>L4876</td>
</tr>
<tr>
<td>Sugoi! Let's eat</td>
<td>L4873</td>
</tr>
</tbody>
</table>
Sugoi! My day: what to do?
L4878 – Years P–8

Students listen to two children planning their day. Students then match objects to the activities in which they are used.

Sugoi! who's doing what?
L4879 – Years P–8

Students look at people playing a guitar and listen to a boy describing who is playing each piece of music. They match the pictures to his description.

Sugoi! My day: what are people doing?
L4880 – Years P–8

Students look at activities that children are doing such as playing basketball or reading a book. They listen to questions about what each child is doing. Students build answers to respond to questions, first answering 'Yes' or 'No', then describing the activity.

Sugoi! My day
L4877 – Years P–8 🕵

This is a combination of the three ‘My day’ learning objects.

Sugoi! The family: family members
L4802 – Years P–8

Students listen to a boy introduce his members of his family and match each person to their family relationship.

Sugoi! The family: introducing others
L4803 – Years P–8

Students listen to a girl question a boy about members of his family and match members of the boy's family to his spoken descriptions. The boy gives two clues such as 'This is not my mother....., this is my sister'.
Sugoi! The family: family occupations
L4804 – Years P–8

Students listen to a girl question a boy about the occupations of his family. They listen to the boy's descriptions and match members of his family to their correct occupations.

Sugoi! The family
L4801 – Years P–8

This is a combination of the three 'The family' learning objects.

Sugoi! My things: colours
L4806 – Years P–8

Students explore the Japanese names for colours. They follow spoken instructions to paint a mask.

Sugoi! My things: personal possessions
L4807 – Years P–8

Students listen to a boy's description of items in his suitcase. The description includes the colour of each object. Students match the colour and object to the spoken descriptions to fill his suitcase.

Sugoi! My things: shapes and sizes
L4808 – Years P–8

Students explore the Japanese names for simple shapes such as triangles. The descriptions include the size of the shape. They match shapes to spoken descriptions to build a picture.

Sugoi! My things
L4805 – Years P–8

This is a combination of the three 'My things' learning objects.
<table>
<thead>
<tr>
<th>Learning Object</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugoi! My clothes: naming clothes (L4810) – Years P–8</td>
<td>Students explore the Japanese words for items of clothing. They swap the clothes around to change what a girl is wearing.</td>
</tr>
<tr>
<td>Sugoi! My clothes: coloured clothes (L4811) – Years P–8</td>
<td>Students explore the Japanese words for colours and clothing. They follow spoken instructions to add or remove items of clothing.</td>
</tr>
<tr>
<td>Sugoi! My clothes: buying clothes (L4812) – Years P–8</td>
<td>Students listen to the dialogue between a boy buying a t-shirt and a shopkeeper. They match speech bubbles to the person speaking in each scene.</td>
</tr>
<tr>
<td>Sogoi! My clothes</td>
<td>This is a combination of the three ‘My clothes’ learning objects.</td>
</tr>
<tr>
<td>Sogoi! My house: contents and parts (L4814) – Years P–8</td>
<td>Students explore the names of objects in a house and find objects such as a chair, table, television or door.</td>
</tr>
<tr>
<td>Sogoi! My house: where is the dog? (L4815) – Years P–8</td>
<td>Students explore the positions of a dog on and around furniture in a room. Students apply prepositions such as under, beside and behind as they move the dog to places such as ‘under the table’ or ‘on top of the chair’.</td>
</tr>
</tbody>
</table>
Students explore the location of objects around a wizard’s table. Students apply prepositions such as under, beside and behind as they position objects around the table.

This is a combination of the three 'My house' learning objects.

Students explore sports and leisure activities such as basketball, swimming and soccer as they listen to children’s answers to the question ‘What sport do you play?’ They match each activity to a child.

Students find out what sports and leisure activities a group of children like. They listen to their answers to a question about each sport and match the children to the spoken answers.

Students listen to a telephone conversation between two children. They match speech bubbles of the conversation to the person speaking in each scene.

This is a combination of the three ‘Let's play’ learning objects.
### Sugoi! Getting around: where are you going?
**L4886 – Years P–8**

Students listen to people describe destinations they are travelling to. They match a destination to the question 'Where do you want to go?'

### Sugoi! Getting around: how do you get there?
**L4887 – Years P–8**

Students listen to children describing how they travel to school. They choose transport that answers the question: 'How do you go to school?'

### Sugoi! Getting around
**L4885 – Years P–8**

This is a combination of the two 'Getting around' learning objects.

### Sugoi! The weather: today's weather
**L4889 – Years P–8**

Students listen to reporters describe the weather conditions for a TV station. They match a speech bubble to a weather scene and reporter.

### Sugoi! The weather: dressing for weather
**L4890 – Years P–8**

Students listen to children describing clothing and other items they will need to suit weather conditions. Students identify the weather and clothing needed from a spoken description.

### Sugoi! The weather: weather in other countries
**L4891 – Years P–8**

Students explore descriptions of weather conditions in the months of January, April, July and October for Australia, America, Indonesia and Japan. They choose the weather, month and country that match a spoken description.
<table>
<thead>
<tr>
<th>Learning Object</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugoi! The weather</td>
<td>L4888 – Years P–8</td>
</tr>
<tr>
<td>Sugoi! Animals: at the zoo</td>
<td>L4894 – Years P–8</td>
</tr>
<tr>
<td>Sugoi! Animals: describing animals</td>
<td>L4895 – Years P–8</td>
</tr>
<tr>
<td>Sugoi! Animals: Japanese horoscope</td>
<td>L4893 – Years P–8</td>
</tr>
<tr>
<td>Sugoi! Animals</td>
<td>L4892 – Years P–8</td>
</tr>
</tbody>
</table>

**Quirky comics series** (Years 5–10)

Students read and listen to a story presented in a comic-book format. They then complete five activities to test their understanding of the key Japanese vocabulary and sentence structures in the story.

**Features include:**
- presentation of the story in both written and audio formats to support development of students' reading and listening skills
- a matching activity in which students flip cards to find pairs (with matching options including audio to text, audio to picture, and text to picture)
- a multiple-choice activity in which students select correct answers after considering clues provided as audio, text or graphics
- a wonderword activity in which students find words in Japanese
- a comprehensive glossary to support each page of the comic.

**Students:**
- use contextual clues to deduce meaning from a story told in Japanese
- identify the purpose of, and participants in, a text
- practise the key vocabulary and sentence structures used in each story.

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**Quirky comics: Yane no ue no uchuujin: level 1** [Japanese]
L10065 – Years 5–10

Students read and listen to a story in Japanese in which one person misinterprets another's description of a strange apparition.

**Quirky comics: Yane no ue no uchuujin: level 2** [Japanese]
L10066 – Years 5–10

Students read and listen to a story in Japanese. They complete five activities, including a cloze exercise in which students use picture or audio clues to complete sentences in Japanese.

**Quirky comics: Yane no ue no uchuujin: level 3** [Japanese]
L10067 – Years 5–10

Students read and listen to a story in Japanese. They complete five activities, including an activity in which students use hiragana or picture clues to find matching kanji in a grid.

**Quirky comics: Tomoko san, oboete imasu ka: level 1** [Japanese]
L10068 – Years 5–10

Students watch and listen to a TV interview in Japanese in which an interviewer describes events that do not seem to match the interviewee's experiences.
Quirky comics: Tomoko san, oboete imasu ka: level 2 [Japanese]
L10069 – Years 5–10

Students read and listen to a story in Japanese. They complete five activities, including a cloze exercise in which students use picture or audio clues to complete sentences in Japanese.

Quirky comics: Tomoko san, oboete imasu ka: level 3 [Japanese]
L10070 – Years 5–10

Students read and listen to a story in Japanese. They complete five activities, including an activity in which students use hiragana or picture clues to find matching kanji in a grid.

Quirky comics: Hokenshitsu: level 2 [Japanese]
L10071 – Years 5–10

Students read and listen to a story in Japanese about a student who tries to get help from a school nurse for her upset stomach. She is not alone!

Quirky comics: Hokenshitsu: level 3 [Japanese]
L10072 – Years 5–10

Students read and listen to a story in Japanese. They complete five activities, including a quiz activity that reinforces the target language vocabulary from the story.

Quirky comics: E? Dooshite: level 1 [Japanese]
L10073 – Years 5–10

Students read and listen to a story in Japanese of a boy who responds to a series of mysterious commands to go to different places and wear different disguises. Share his confusion until the end, when a surprise is revealed.
<table>
<thead>
<tr>
<th>Title</th>
<th>Level</th>
<th>Year Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quirky comics: E? Dooshite: level 2 [Japanese]</td>
<td>L10074 – Years 5–10</td>
<td>Students read and listen to a story in Japanese. They complete five activities, including a cloze exercise in which students listen to a clue in Japanese and then place words into the correct order.</td>
<td></td>
</tr>
<tr>
<td>Quirky comics: E? Dooshite: level 3 [Japanese]</td>
<td>L10075 – Years 5–10</td>
<td>Students read and listen to a story in Japanese. They complete five activities, including a sequencing activity in which students arrange six parts of the story into the correct order.</td>
<td></td>
</tr>
<tr>
<td>Quirky comics: Kawaisoo na Yuuko: level 1 [Japanese]</td>
<td>L10076 – Years 5–10</td>
<td>Students read and listen to a story in Japanese about a day when everything goes wrong. Find out about a student’s misadventures as she tries to get to school on time.</td>
<td></td>
</tr>
<tr>
<td>Quirky comics: Kawaisoo na Yuuko: level 2 [Japanese]</td>
<td>L10077 – Years 5–10</td>
<td>Students read and listen to a story in Japanese. They complete five activities, including a cloze exercise in which students use picture or audio clues to complete sentences in Japanese.</td>
<td></td>
</tr>
<tr>
<td>Quirky comics: Kawaisoo na Yuuko: level 3 [Japanese]</td>
<td>L10078 – Years 5–10</td>
<td>Students read and listen to a story in Japanese. They complete five activities, including an activity in which students practise correct stroke order for a range of kanji characters.</td>
<td></td>
</tr>
</tbody>
</table>