



Language Acquisition

Subject Group Overview

Year 8-10: Japanese Phase 2



- There will be cross-over and interlacing of curriculum throughout the school year, so please ensure you have a thorough understanding of the Specific Expectations for the end of Phase 2 – see the last section of this Scope and Sequence.
- Moving between cultures and making linguistic connections have been mapped across the year, however, these are to be accessed in each term as they are designed to draw connections between Language Acquisition and the students world along with other areas of study.

Unit Title	MYP Subject Group Objective(s)	ATL Skills	Content (topics, knowledge, skills)
Unit Title ゆきさんのカラオケパーティー Key Concept Communication Related Concepts Purpose Form Global Context NA SOI Communication is most clear when the chosen form matches the purpose of the exchange.	Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing Assessment tasks for each unit are chosen based on the classes' readiness for each skill.	Criterion: Uses a wide range of vocabulary used in a range of familiar situations (C.i, D.i) Skill needed: Students should be able to collect and select appropriate vocabulary based on simple and familiar contexts and audiences. Approach: In order for students to collect vocabulary, students must take effective notes on new vocabulary encountered in class, seek out personally relevant vocabulary and implement study and memorisation methods to retain them. This will be taught by introducing vocabulary to students in an interactive setting with PowerPoints, quizzes and games, etc. Students are expected to translate and record vocabulary using dictionaries or context clues into their mother tongue. In order for students to select appropriate vocabulary, students must be aware of the context, and audience of a familiar situation and the meaning of words that apply. This will be taught through roleplays, structured interaction, class walks, etc. Criterion: Uses a range of grammatical structures generally accurately (C.ii, D.ii) Skill needed: Students should be able to apply a range of basic and some complex grammatical structures to familiar and unfamiliar contexts with few errors that do not impede communication. Approach: In order for students to apply to apply a range of sentence structures generally accurately, students must understand the use, meaning and some nuance of a range of grammatical structures and how to apply these structures in familiar and unfamiliar situations to communicate information and opinions about a range of topics. This will be taught through the use of speaking sheets, writing and performing roleplays, regular speaking exercises, gap fill exercises, creation of a range of written and spoken texts, translation exercises, etc.	Communicating: <ul style="list-style-type: none"> • Telling the time • Inviting others Culture: <ul style="list-style-type: none"> • Register Grammar: <ul style="list-style-type: none"> • Asking and telling time • に as time • で as location • ませんか Kanji <ul style="list-style-type: none"> • 何・時・分・半 Vocabulary <ul style="list-style-type: none"> • Numbers, hours, minutes • Relative time words • Places in town • Common verbs
Unit Title ひっこし Key Concept Culture Related Concepts Structure Global Context NA SOI	Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing	Criterion: organizes information coherently in a recognizable format using a range of basic cohesive devices (Diii) Skill needed: Students should be able to recognize a format of simple basic texts and build an understanding around coherency Approach: In order for students to be able to recognize a format of a simple basic text, students must read a variety of simple authentic texts on basic everyday situations in the target language and identify features that are specific for a particular format, e.g. “emails”, “articles”, “blogs” etc. This will be taught by introducing a variety of simple authentic texts to students in various settings such as using an IWB, worksheets, PowerPoints, and analysing their specific features etc. Students are expected to read the texts and be able to identify a range of the cohesive devices used in the texts.	Communicating: <ul style="list-style-type: none"> • Moving house • Locating objects • Describing things Culture: <ul style="list-style-type: none"> • Japanese architecture • Japanese and Australian homes Grammar:

<p>A culture's thought patterns are reflected in the language structures.</p>		<p>Skill needed: Students should be able to use a range of cohesive devices to connect ideas in a written text. Approach: In order for students to be able to use some basic cohesive devices in a written text, students must collect at least 7 basic cohesive devices in the target language and identify grammatical structures that apply while using them, e.g. “and”, “but”, “or”, “that”, “therefore”, “because”, “after” etc. This will be taught by introducing the simple cohesive devices to students using PowerPoints, interactive games, gap-fill exercises etc. Students are expected to write down the cohesive devices with their meaning and example sentences in their books, make flash card for a memorization activity, complete various tasks specified by the teacher.</p>	<ul style="list-style-type: none"> ● ~に~があります ● ~に~がいます ● ~や、~や、など ● ~の~に~があります ● どんな~ですか? <p>Kanji</p> <ul style="list-style-type: none"> ● 上・下・中・前 <p>Vocabulary</p> <ul style="list-style-type: none"> ● Rooms in a house ● Furniture/stationary ● Prepositions ● Physical adjectives
<p>Unit Title わたしの学校</p> <p>Key Concept Connections</p> <p>Related Concepts Context Patterns</p> <p>Global Context</p> <p>SOI Prior language patterns can be connected to new contexts.</p>	<p>Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing</p>	<p>Skills needed: students should be able to understand simple questions and the need to read them. Approach: In order for students to understand questions and the need to read them, students must identify simple instruction and question words before proceeding to a task. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others.</p> <p>Skills needed: Students should be able to identify explicit information, such as facts and simple opinions on basic topics. Students should be able to identify information presented in 2 different ways. Approach: In order for students to identify explicit information, students must be able to recognise the learned vocabulary in their current unit of study in a written or audio text. Specifically differentiate between affirmative and negative statements. This will be taught by familiarising students with affirmative and negative sentence structures, specific to the target language, using simple written and audio texts, PowerPoints, games, gap fills etc</p>	<p>Communicating:</p> <ul style="list-style-type: none"> ● School life ● Grades ● Subjects ● timetables <p>Culture:</p> <ul style="list-style-type: none"> ● Schools in Japan ● Japanese school system ● Clubs ● Exams ● Student lifestyle <p>Grammar:</p> <ul style="list-style-type: none"> ● 何年生 ● どんなかもくべんきょうしていますか? ● 何時から何時まで ● ~くない・じゃない ● 一番 ● だから <p>Kanji</p> <ul style="list-style-type: none"> ● 学・校・年・生 <p>Vocabulary</p> <ul style="list-style-type: none"> ● Schools ● Timetable terms ● Subjects ● Characteristic adjectives
<p>Unit Title きせつ</p> <p>Key Concept Communication</p> <p>Related Concepts Purpose Form</p> <p>Global Context NA</p>	<p>Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing</p>	<p>Criterion: Uses a wide range of vocabulary used in a range of familiar situations (C.i, D.i) Skill needed: Students should be able to collect and select appropriate vocabulary based on simple and familiar contexts and audiences. Approach: In order for students to collect vocabulary, students must take effective notes on new vocabulary encountered in class, seek out personally relevant vocabulary and implement study and memorisation methods to retain them. This will be taught by introducing vocabulary to students in an interactive setting with PowerPoints, quizzes and games, etc. Students are expected to translate and record vocabulary using dictionaries or context clues into their mother tongue. In order for students to select appropriate vocabulary, students must be aware of the</p>	<p>Communicating:</p> <ul style="list-style-type: none"> ● Japanese Seasons ● Seasonal Activities <p>Culture:</p> <ul style="list-style-type: none"> ● Seasonal Traditions ● Onomatopoeia <p>Grammar:</p> <ul style="list-style-type: none"> ● ~ましょう

<p>SOI</p> <p>Communication is most clear when the chosen form matches the purpose of the exchange.</p>		<p>context, and audience of a familiar situation and the meaning of words that apply. This will be taught through roleplays, structured interaction, class walks, etc.</p> <p>Criterion: Use clear pronunciation and intonation in a comprehensible manner (C.iii)</p> <p>Skill needed: Students should be able to pronounce words from vocabulary lists with correct stress, intone statements and questions with and without question words correctly.</p> <p>Approach: In order for students to be able to pronounce vocabulary list with correct stress intone statements and questions with and without question words correctly, students must be exposed to a range of phonetic exercises and examples of correct pronunciation. This will be taught by regular phonetic exercises, self-recording on SEQTA, reading aloud in class/partners, regular speaking exercises with a partner, in small groups and to the class.</p>	<ul style="list-style-type: none"> • ~にいきます • てんきはとうですか? • ~でしょう • 何ですか? • ~たいです <p>Kanji</p> <ul style="list-style-type: none"> • 春・夏・冬・秋 <p>Vocabulary</p> <ul style="list-style-type: none"> • Seasons • Seasonal activities • Weather • Temperature • Condition adjectives
<p>Unit Title</p> <p>でかけます</p> <p>Key Concept</p> <p>Communication</p> <p>Related Concepts</p> <p>Audience</p> <p>Word choice</p> <p>Global Context</p> <p></p> <p>SOI</p> <p>Your choice of words to communicate is dependent on your audience</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p> <p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Criterion: Analyse conventions in a wide variety of simple and some complex authentic texts (A.i, B.i)</p> <p>Skill needed: Students should be able to identify a variety of simple and some complex authentic texts by their conventions and identify some implications of these conventions, such as audience and purpose.</p> <p>Approach: In order for students to identify a variety of simple and some complex authentic texts, students must know the textual conventions of a number of simple and some complex authentic texts, such as emails, text messages, articles, etc. This will be taught by exposing students to a variety of simple and some complex authentic texts during lessons. Textual conventions can be taught by explicitly discussing text types and features with students or utilising discussion tools such Think-Pair-Share to allow students to discuss their owns conclusions about the texts.</p> <p>Criterion: Analyse conventions in a wide variety of simple and some complex authentic texts (A.i, B.i)</p> <p>Skill needed: Students should be able to identify simple and some complex grammatical conventions and identify some implications, such as register, context and audience.</p> <p>Approach: In order for students to identify simple grammatical conventions, students must understand language-specific formality, conjugation, cases, modality and other language-specific conventions. This will be taught by familiarising students with simple and some grammatical rules and cohesive devices such as, pronouns, conjugation and conjunctions specific to the target language, using simple written and audio texts, PowerPoints, games, gap fills etc</p>	<p>Communicating:</p> <ul style="list-style-type: none"> • Food and drink • Going to Restaurants • Going shopping • Counting objects • Using please <p>Culture:</p> <ul style="list-style-type: none"> • • Currency • Table manners • Service <p>Grammar:</p> <ul style="list-style-type: none"> • Service phrases • いくらですか? • ~ています • ~てください • ~を~にします • いくつ・何はいですか? <p>Kanji</p> <ul style="list-style-type: none"> • 食・飲・行・買・安・高 • 百・千・万・円 <p>Vocabulary</p> <ul style="list-style-type: none"> • General counters 1-10 • Glass counters 1-10 • Waiter/customer phrases • Japanese dishes

<p>Unit Title どんな人?</p> <p>Key Concept Creativity</p> <p>Related Concepts Function Structure</p> <p>Global Context</p> <p>SOI Understanding <u>functions</u> and <u>structures</u> help you to be <u>creative</u> with language</p>	<p>Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing</p>	<p>Criterion: Uses a wide range of vocabulary used in a range of familiar situations (C.i, D.i) Skill needed: Students should be able to collect and select appropriate vocabulary based on simple and familiar contexts and audiences. Approach: In order for students to collect vocabulary, students must take effective notes on new vocabulary encountered in class, seek out personally relevant vocabulary and implement study and memorisation methods to retain them. This will be taught by introducing vocabulary to students in an interactive setting with powerpoints, quizzes and games, etc. Students are expected to translate and record vocabulary using dictionaries or context clues into their mother tongue. In order for students to select appropriate vocabulary, students must be aware of the context, and audience of a familiar situation and the meaning of words that apply. This will be taught through roleplays, structured interaction, class walks, etc.</p> <p>Criterion: Use clear pronunciation and intonation in a comprehensible manner (C.iii) Skill needed: Students should be able to pronounce words from vocabulary lists with correct stress, intone statements and questions with and without question words correctly. Approach: In order for students to be able to pronounce vocabulary list with correct stress intone statements and questions with and without question words correctly, students must be exposed to a range of phonetic exercises and examples of correct pronunciation. This will be taught by regular phonetic exercises, self-recording on SEQTA, reading aloud in class/partners, regular speaking exercises with a partner, in small groups and to the class.</p>	<p>Communicating:</p> <ul style="list-style-type: none"> Describing people's appearance/character/ clothing <p>Culture:</p> <ul style="list-style-type: none"> Fashion tribes and clothing statements Japanese design influence <p>Grammar:</p> <ul style="list-style-type: none"> どんな人ですか? ~は~が~です ~は~です くて~で ~ですが~ ~きています <p>Kanji</p> <ul style="list-style-type: none"> 手・目・耳・口・大・小 <p>Vocabulary</p> <ul style="list-style-type: none"> Body parts Physical descriptor adjectives Personality adjectives Clothing Colours
<p>Unit Title ホームステイ</p> <p>Key Concept Culture</p> <p>Related Concepts Conventions structure</p> <p>Global Context</p> <p>SOI <u>Conventions</u> in language <u>structure</u> reflect <u>conventions</u> in <u>culture</u>.</p>	<p>Criterion A: Listening Criterion B: Reading Criterion C: Speaking Criterion D: Writing</p>	<p>Criterion: Analyse conventions in a wide variety of complex authentic texts (A.i, B.i) Skill needed: Students should be able to identify complex grammatical conventions and explain some implications of these conventions, such as register, modality, context, purpose and audience. Approach: In order for students to identify simple grammatical conventions, students must understand language-specific formality, conjugation, cases, modality and other language-specific conventions. This will be taught by familiarising students with simple and some grammatical rules and cohesive devices such as, pronouns, conjugation and conjunctions specific to the target language, using simple written and audio texts, PowerPoints, games, gap fills etc</p> <p>Criterion: identifies explicit and implicit information (facts, opinions, messages and supporting details) in complex authentic texts (Ai and Bi)" Skills needed: Students should be able to identify explicit information, such as factual information and opinions with supporting details. Approach: In order for students to identify explicit information, students must be able to recognise the learned vocabulary in their current unit of study in a written or audio text, differentiate between affirmative and negative statements and understand common cohesive devices. This will be taught by familiarising students with synonyms, affirmative and negative sentence structures specific to the target language, using complex authentic written and audio texts, PowerPoints, games, gap fills etc</p> <p>Skills needed: Students should be able to identify some implicit information in complex authentic texts, such as overall themes and opinions by extrapolating information from a written or spoken text. Approach: In order for students to identify implicit information, students must be able to make connections and draw conclusions from information contained in a text. This will be taught by utilising discussion tools such Think-Pair-Share to allow students to discuss their owns conclusions about texts they are exposed to in class.</p>	<p>Communicating:</p> <ul style="list-style-type: none"> Rules and routines in Japanese homes Asking/giving/refusing permission Giving reasons <p>Culture:</p> <ul style="list-style-type: none"> Daily routines and home manners Comparison with Australia Etiquette in Japanese homes <p>Grammar:</p> <ul style="list-style-type: none"> ~てもいい ~てはだめ ~から~ <p>Kanji</p> <ul style="list-style-type: none"> 私・男・女・書・見・聞・父・母 <p>Vocabulary</p> <ul style="list-style-type: none"> Routine verbs Home phrases Adjectives House/school Rule-related words
<p>Unit Title</p>	<p>Criterion A: Listening</p>	<p>Criterion: Uses a wide range of vocabulary used in unfamiliar situations (C.i, D.i)</p>	<p>Communicating:</p>

<p>まっすぐいきます</p> <p>Key Concept</p> <p>Culture</p> <p>Related Concepts</p> <p>Structure</p> <p>Global Context</p> <p></p> <p>SOI</p> <p>A <u>culture's</u> thought patterns are reflected in the language <u>structures</u>.</p>	<p>Criterion B: Reading</p> <p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Skill needed: Students should be able to autonomously collect and select appropriate vocabulary based on familiar and unfamiliar contexts and audiences.</p> <p>Approach: In order for students to autonomously collect vocabulary, students must take initiative to seek out personally and contextually relevant vocabulary. This will be facilitated by providing students with simple but unfamiliar texts and giving students open-ended and creative tasks (Writing a speech or performing their own roleplay). Students are expected to organise and regularly update their own vocabulary lists. In order for students to select appropriate vocabulary, students must be aware of the context, and audience of familiar situations and be able to adjust to unfamiliar situations and the meaning of words that apply. This will be taught through roleplays, structured interaction, class walks, exposure to a variety of authentic text types, etc</p> <p>Criterion: Uses a range of grammatical structures generally accurately (C.ii, D.ii)</p> <p>Skill needed: Students should be able to apply a range of basic and some complex grammatical structures to familiar and unfamiliar contexts with few errors that do not impede communication.</p> <p>Approach: In order for students to apply to apply a range of sentence structures generally accurately, students must understand the use, meaning and some nuance of a range of grammatical structures and how to apply these structures in familiar and unfamiliar situations to communicate information and opinions about a range of topics. This will be taught through the use of speaking sheets, writing and performing roleplays, regular speaking exercises, gap fill exercises, creation of a range of written and spoken texts, translation exercises, etc."</p>	<ul style="list-style-type: none"> • Giving directions • Joining two sets of actions • Estimating lengths of time <p>Culture:</p> <ul style="list-style-type: none"> • Japanese address system • The yamanote line <p>Grammar:</p> <ul style="list-style-type: none"> • このへんに～がありますか？ • Directions • ～て、～ • ～てから、～ • かかります <p>Kanji</p> <ul style="list-style-type: none"> • 左・右・入・出・東・西・南・北 <p>Vocabulary</p> <ul style="list-style-type: none"> • Directions • Places in town • まがる、わたる、かかる
<p>Unit Title</p> <p>スポーツヒーロー</p> <p>Key Concept</p> <p>Creativity</p> <p>Related Concepts</p> <p>Idioms structure</p> <p>Global Context</p> <p></p> <p>SOI</p> <p>Understanding <u>idioms</u> and <u>structures</u> help you to be <u>creative</u> with language</p>	<p>Criterion A: Listening</p> <p>Criterion B: Reading</p> <p>Criterion C: Speaking</p> <p>Criterion D: Writing</p>	<p>Criterion: Organizes information effectively and coherently in an appropriate format using simple and complex cohesive devices in a range of written texts formats (Diii)</p> <p>Skill needed: Students should be able to choose an appropriate format and organize the information effectively and coherently</p> <p>Approach: In order for students to choose an appropriate format, students must have read a variety of authentic texts in the target language and be able to structure information in an appropriate format, so that it is observed and the information is clear and understandable. This will be taught by practising using simple and complex cohesive devices in a range of text formats. Students are also expected to read and analyse text formats and the use of cohesive devices within those text formats.</p> <p>Skill needed: Students should be able to use a range of simple and complex cohesive devices to connect ideas in a written text.</p> <p>Approach: In order for students to be able to use simple and complex cohesive devices in a range of written texts formats, students must be exposed to a range of simple and complex cohesive devices in the target language, identify and use the grammatical structures that apply to them. This will be taught by introducing a range of simple and complex sentence structures that require the use of complex cohesive devices to students using PowerPoints, interactive games, gap-fill exercises etc. Students are expected to collect groups of cohesive devices with their grammatical structures in their books, complete various tasks specified by the teacher, and practise them in their home learning time.</p> <p>Criterion: Communicates most relevant information. (C.iv)</p> <p>Skills Needed: Students should be able to read and analyse a task to understand what information is relevant and apply appropriate vocabulary and grammatical structures to communicate most of the relevant information on familiar and some unfamiliar topics.</p> <p>Approach: In order for students to understand tasks, students must analyse instructions to identify the information relevant to the task. This will be taught by explicitly instructing students to highlight the question and instruction words in classroom task descriptions and share their knowledge with others. In order for students to communicate most of the relevant information on familiar or unfamiliar topic, students must be able to select the appropriate grammar structures and vocabulary for the context and apply them to communicate information mostly appropriate to</p>	<p>Communicating:</p> <ul style="list-style-type: none"> • Japanese traditional Sports • Abilities and likes <p>Culture:</p> <ul style="list-style-type: none"> • Traditional sports • がんばって! • あいづち <p>Grammar:</p> <ul style="list-style-type: none"> • Plain form • ～ことがすきです • ことが上手・下手です • ～ことができます <p>Kanji</p> <ul style="list-style-type: none"> • 毎・今・週・先・来・住・好・名 <p>Vocabulary</p> <ul style="list-style-type: none"> • Sports • Sport-adjacent nouns

	the context. This will be taught by teaching vocabulary in conjunction with grammar, translation exercises, creation of simple and some complex texts in class, preparing answers for common questions, etc.	
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Specific expectations for the end Emergent Level

Students will generally learn at the Emergent level in MYP Year 1 and MYP Year 2. However, some students would require an additional year of learning due to individual learning needs and abilities.

Students ready to move up to the next Capable level, should be able to meet the specific expectations below.

Speaking	<p>Specific Expectations for the end of the phase The student should be able to:</p> <ul style="list-style-type: none"> • understand and respond to simple, short spoken texts • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • use some aspects of register in formal and informal oral communication • use basic vocabulary accurately • interact in simple and rehearsed exchanges using comprehensible pronunciation and intonation/correct tone. <p>Evidence This will be evident when the student:</p> <ul style="list-style-type: none"> • follows classroom directions and routines • understands basic phrases and expressions and uses them to interact • participates in a dialogue about an everyday situation using a model • uses gestures, actions, body language and/or words to communicate • names familiar people and uses words related to identity, family, school and daily routines • uses appropriate forms of address, gestures and greetings • makes simple statements to describe identity, subjects, timetables, school, family, daily routines and time • makes a simple presentation with the help of visual aids and a model • Speaks for 2 – 3 mins
Listening	<p>Specific expectations for the end of the phase The student should be able to:</p> <ul style="list-style-type: none"> • identify basic messages presented in simple spoken texts • identify main ideas and supporting details in simple visual texts presented with spoken and/or written text • identify specific information, ideas, opinions and attitudes, presented in simple visual texts with spoken and/or written text • recognize basic visual conventions used in texts • understand and respond to simple visual texts <p>Evidence This will be evident when the student:</p> <ul style="list-style-type: none"> • uses images to help make meaning of oral and/or written text • makes simple interpretations of the meaning and purpose of visual texts (for example, signs, posters, picture books, websites) on familiar topics, illustrations with oral and written text messages • lists some features of the visual text (for example, colour, text layout) • finds his or her own examples to share understanding

Reading	<p>Specific Expectations for the end of the phase</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • identify basic facts in simple written texts, the text length should be between 250 and 300 characters • identify main ideas and supporting details in written texts • recognize basic aspects of format and style • understand and respond to simple written texts. <p>Evidence</p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> • shows an understanding of short simple texts by reading and responding to questions or completing activities about the texts • maybe needs to read multiple times • reads text and, for example, lists, defines, labels, draws, locates, selects, matches, states information; reads text of 250-300 characters and answers simple questions about it.
Writing	<p>Specific expectations for the end of the phase</p> <p>The student should be able to:</p> <ul style="list-style-type: none"> • communicate information in a limited range of everyday situations • request and provide information in a limited range of everyday situations • use language appropriate to a very limited range of interpersonal and cultural contexts • understand and use basic language conventions accurately • use some aspects of register in formal and informal written communication <p>Evidence</p> <p>This will be evident when the student:</p> <ul style="list-style-type: none"> • writes 200-250 characters • writes simple phrases and sentences about an everyday situation using a model • labels familiar objects, people and writes words and phrases for identity, classroom, school and daily routines and time • makes simple statements to describe identity, family members, school life and everyday routines

Grammar Descriptors

	Emergent (PHASE 1)	Emergent (PHASE 2)	Capable (PHASE 3)	Capable (PHASE 4)
です sentences	なまえはエミリ <u>です</u> 。	きょねん、小学生 <u>でした</u> 。	あした、あめ <u>でしょう</u> 。	
ます sentences	あさごはんを <u>たべます</u> 。 コーヒーを <u>のみません</u> 。	金曜日 <u>やすみました</u> 。 えいがを <u>みませんか</u> ? 山に行き <u>ましょう</u> !		
Particles	なまえは <u>は</u> エミリです。 なにが <u>が</u> すきですか?	なにが <u>が</u> ありますか?	父は目 <u>が</u> あおいです。	

	スポーツが <u>でき</u> ます			
	がっこうに <u>い</u> きます。	なにに <u>し</u> ますか？		
	月曜日に <u>ほん</u> をよみます。			
		くるま <u>で</u> いきます。	としよか <u>ん</u> でよみます。	
				学校 <u>から</u> 家 <u>まで</u> 5分 <u>ぐら</u> いかかります
Conjunctions	りんごが <u>す</u> きです。 <u>そして</u> 、すいかも <u>す</u> きです。 りんごが <u>す</u> きです。 <u>でも</u> 、アップルジュースが <u>す</u> き <u>じ</u> ゃないです。	えいごがたの <u>し</u> いです。 <u>だから</u> 、 <u>す</u> きです。		
Connective conjunctions			母は <u>き</u> びしい <u>です</u> が、しんせつ <u>で</u> す。 きたない <u>です</u> から、くつをぬい <u>て</u> く <u>だ</u> さい。	
adjectives	ペンが <u>あ</u> か <u>い</u> です。	わたしの <u>じ</u> ょう <u>ず</u> なかもくは日本語 <u>で</u> す。 <u>たの</u> しくない <u>で</u> す。 <u>たの</u> しか <u>っ</u> た <u>で</u> す。 <u>き</u> れい <u>じ</u> ゃない <u>で</u> す。 <u>き</u> れい <u>じ</u> ゃな <u>か</u> っ <u>っ</u> た <u>で</u> す。	先生は <u>や</u> さしく <u>て</u> おんがくが <u>じ</u> ょう <u>ず</u> です。 キムさんは <u>お</u> し <u>ゃ</u> れ <u>で</u> きれい <u>で</u> す。	
Te form		た <u>べ</u> て <u>い</u> ます。 すわ <u>っ</u> て <u>く</u> だ <u>さ</u> い。	で <u>か</u> けて <u>も</u> いい <u>で</u> すか？ うちにくつをは <u>い</u> ては <u>だ</u> め <u>で</u> す。	右に <u>ま</u> が <u>っ</u> て、ま <u>っ</u> す <u>ぐ</u> に行きます。 し <u>ゅ</u> く <u>だ</u> いをして <u>か</u> ら、テレビを <u>み</u> ます。
Plain form				<u>お</u> よ <u>ぐ</u> ことが <u>す</u> き <u>で</u> す。 日本語を <u>は</u> な <u>す</u> ことが <u>う</u> ま <u>い</u> です。

