

# Victorian Essential Learning Standards

## LOTE Unit Plans - Japanese

### Direct a Taxi

Levels 5 & 6:

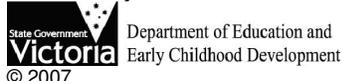
LOTE - Japanese, Information and Communication Technology,  
Communication and Thinking Processes

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#### Contents

<b>Introduction .....</b>	<b>2</b>
<b>Learning focus.....</b>	<b>2</b>
<b>Victorian Essential Learning Standards.....</b>	<b>3</b>
<b>Teaching and learning activities .....</b>	<b>5</b>
Activity 1: Awareness Raising: introducing the topic .....	6
Activity 2: Making Connections.....	6
Part 1: Train game.....	6
Part 2 My Robot .....	7
Part 3 Diary .....	7
Activity 3: Production.....	7
Part 1 – The Learning Federation – Learning Object .....	7
Part 2 - Places of interest .....	7
Activity 4: Post Production / Extension Activity .....	8
Part 1 A tourist website about a city in Japan .....	8
Part 2 Treasure Hunt:.....	8
Part 3 Role play.....	8
Activity 5: Reflection and Feedback.....	9
<b>Assessment .....</b>	<b>10</b>
<b>Key Features/Evidence .....</b>	<b>11</b>
<b>Unit resources .....</b>	<b>12</b>
Tourist Website Assignment.....	12
Treasure Hunt Task .....	13
Lost Tourist - Role play Task.....	14

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Department of Education and  
Early Childhood Development

33 St Andrews Place East Melbourne Victoria 3001 Australia

Phone: +61 3 9637 2222 or 1800 809 834

Email: [edline@edumail.vic.gov.au](mailto:edline@edumail.vic.gov.au)

Web: [www.education.vic.gov.au](http://www.education.vic.gov.au)



## Introduction

In *Direct a Taxi*, students assume the role of a taxi controller in Kyoto. Students will look at the city of Kyoto and its history. They will also learn Japanese words relating to time, directions, navigation, landmarks and festivals. They will then use what they have learned to complete The Learning Federation Learning Objects. They will apply this learning by creating a treasure hunt around the school and perform a role play that requires them to ask and give directions.

This unit provides opportunities for students to demonstrate achievement against the standards in LOTE – communicating in a language, LOTE – Language Awareness, Information and Communication Technology, Communication and Thinking processes.

## Learning focus

This unit addresses learning focus statements from two strands. These include:

### Discipline-based Learning

In the role of controller for a taxi service in Kyoto, students:

- interact to exchange information enabling them to direct taxis in and around the city
- draw on skills and knowledge from other areas of the curriculum to create and complete a treasure hunt
- conduct research and reorganise information to present to others in a range of written and spoken forms.

### Interdisciplinary Learning

Information and Communication Technology

- Use information and communication technology tools and techniques to research a city of Japan, develop a brochure or website and communicate their research.

Communication:

- Students present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings.

Thinking Processes

- Completion of activities focusing on problem solving and decision making which involve several variables.

# Victorian Essential Learning Standards

*Direct a Taxi* can be used to assess a range of Victorian Essential Learning Standards.

The table below is an example of how this unit might be used to assess some Level 5 and 6 standards.

Strand	Domain	Dimension	Key elements of standards Students:
<b>Discipline-based Learning</b>	Languages Other Than English	Communicating in a language other than English	<p><b>Level 5</b></p> <p>... locate and download information in the language from a variety of print and electronic resources including dictionaries and reference materials.</p> <p>... write paragraphs by following modelled examples</p> <p>... read short, modified texts related to the topics being studied, silently and aloud</p> <p>... draft their writing and use a variety of writing techniques and tools to present information in a range of text types.</p> <p>... participate effectively in interactions such as role-plays and conversations on simple topics</p> <p>... adapt language and gesture appropriately for the role, audience and purpose of the interaction, demonstrating awareness of the cultural and language requirements of a range of situations associated with the topics being studied</p> <p><b>Level 6</b></p> <p>... read texts and effectively extract main ideas and detailed information for use in new contexts.</p> <p>... write linked paragraphs and some extended passages in print and electronic form.</p> <p>... identify relevant information and ideas from spoken texts.</p> <p>... initiate and maintain interactions to give and receive information and impressions.</p>
		Intercultural knowledge and language awareness	<p>Level 5 &amp; 6:</p> <p>... select and present knowledge about the language...</p>

<p><b>Interdisciplinary Learning</b></p>	<p>ICT</p>	<p>ICT for creating</p>	<p>Level 5: ...designs for web-based information products that acknowledge the common characteristics of a targeted audience.</p> <p>Level 6: ...use of advanced manipulation techniques to process multiple data types when creating visual representations; for example, using sound, images and text to depict skills and strategies.</p>
	<p>Communication</p>	<p>Presenting</p>	<p>Level 5: ...use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience.</p> <p>Level 6: ...they use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information.</p>
	<p>Thinking Processes</p>	<p>Creativity</p>	<p>...take calculated risks when defining tasks and generating solutions. ...experiment with innovative possibilities within the parameters of a task.</p>



## Teaching and learning activities

The *Direct a Taxi* unit introduces language related to directions, compass points and significant landmarks in Kyoto. Students will participate in activities which require them to give and listen to directions, talk about a place of interest or significant landmarks and take the role of a taxi controller. This can lead to the extension activity where students create and follow their own treasure hunt.

Make sure that you are familiar with the Learning Object *Direct a Taxi before* introducing it to your students.

The Teaching Notes are organised into four sections:

1. Awareness Raising - introductory or pre-teaching activities
2. Making Connections - building connections between new and prior knowledge, and encouraging students to notice similarities and differences between Japanese and English
3. Production - using the learning object
4. Reflection and Feedback.

Production and Reflection are not sequential, but instead are cyclical. For each learning activity, there will be one or more periods of reflection and feedback to inform the language program for both student and teacher.

Assessment tasks are included throughout the *Direct a Taxi* Teacher Resource series as appropriate. Teachers can choose to use some or all of these to assess the Victorian Essential Learning Standards.

### About *Direct a Taxi* (Years 6–10)

Learning Objects	LOID	Years
<i>Direct a Taxi</i> : Kyoto traffic jam [Windows version]	1233	6-8
<i>Direct a Taxi</i> : Kyoto traffic mayhem [Windows version]	1232	9-10

In the *Direct a Taxi* series, the student acts as a trainee taxi controller for a taxi company in the Japanese city of Kyoto. As the trainee, the student first explores landmark locations in Kyoto on a scrollable map and then the various functions of the buttons on the control panel. The student's task is then to direct a taxi driver to take passengers to various destinations via the best route. Feedback to the trainee is given in a variety of forms.

This is a complex Learning Object requiring multiple and diverse uses of Japanese. Students are required to:

- read and interpret a map
- extract information from the task and control panels
- plan and select appropriate directions to achieve the best route, taking into account hazards and conditions.

Feedback and instructions in Japanese are given through the character of a taxi controller.

The version for older students contains more kanji, more complex tasks and feedback from the taxi driver and taxi company owner is delivered to the trainee in Japanese.

## Activity 1: Awareness Raising: introducing the topic

This section aims to introduce students to the main features of the city of Kyoto.

- Kyoto was the national capital of Japan for 800 years from the year 794. Natural scenery, temples, shrines, towns and homes intermingle with a poignant historical beauty. Kyoto is often called 'Japan's heartland' and it is said that it is impossible to know the real Japan without knowing Kyoto.

Ask students to go on to the internet to do some brief research on the city of Kyoto.

Kyoto websites:

- Kyoto City Web: <http://www.city.kyoto.jp/koho/eng/kyoto/intro/>
- Japan-guide.com: <http://www.japan-guide.com/e/e2158.html>

Discussion and reflection questions:

- What are the significant historical landmarks in Kyoto?
- What do these represent about Kyoto's history?
- What were the main features and information you found on the websites?
- Do you think the sites were informative?

## Activity 2: Making Connections

Students learn vocabulary to describe the landmarks that may be found in a city like Kyoto. Ask students to brainstorm a list of words which they might expect to need to complete this Learning Object. For example, compass points, directional vocabulary and words associated with time (dates etc). Use a number of 'fun' activities to reinforce, and practices, pronunciation and meaning.

### Part 1: Train game

The aim of the game is to listen for your word in English or Japanese and to continue the pattern without breaking it. To conduct this activity:

- write words to be learned on the board – one for each student
- students are allocated a word each
- they say their own word and another student's word (e.g. *Minami - Eki*). The student whose word is called out says their word and then another student's word (*Eki – Kado*) and so on. If there is a long pause between students, the student who missed their turn has their word erased from the board and they are out.

Variation (for meaning)

- As above, but both the Japanese and the English meaning are written down. Students will say their Japanese word and then say the English meaning of another person's word (*Hoteru – Left*). The person whose word means left in Japanese responds, *Hidari – bridge* and so on.

### Part 2 My Robot

Aim: Practice directional vocabulary and instructions. Students:

- write instructions for their robots to follow
- create an obstacle course in the classroom using tables, chairs and students
- working in pairs, one student becomes the blindfolded robot and the other one is the controller
- students direct or instruct their robot around the classroom safely
- the pair that reach their destination with the least number of bumps and errors is the winner.

### Part 3 Diary

The teacher writes a journal entry modelling suitable sentence structures and vocabulary use. Students then write a five-day imaginary journal of their visit to a new city. In their writing they must include: days of the week, time, location and the address of the location.

## Activity 3: Production

### Part 1 – The Learning Federation – Learning Object

In this activity students will work through the Learning Objects, making notes where appropriate. It is recommended that students work in pairs using stereo splitters that allow two headphones to be plugged into the computer to reduce noise level.

Start all students on the lower level first, working through *Direct a Taxi 1* and then to *Direct a Taxi 2*.

### Part 2 - Places of interest

After the students have been through the Learning Object *Direct a Taxi* at least once, have students focus on five places of interest that are in the Learning Objects or Map of Kyoto. Students then write three sentences in Japanese to give clues about the location of the landmark.

This set of written clues is then given to another pair, who will then go into the Learning Object *Direct a Taxi* and locate the correct landmarks

This activity is necessary for preparing students to create and complete the treasure hunt successfully.

## Activity 4: Post Production / Extension Activity

### Part 1 A tourist website about a city in Japan

Create a website for tourists visiting a city in Japan. Include some famous landmarks that tourists may like to visit. Describe the position of the landmarks using compass points and provide some directions from the station.

- Brainstorm with students the type of phrases that they may need to use for their website, paying particular attention to appropriate language for this genre or text type.
- Students can refer to English websites to collect information to include in their own website.

*See Unit Resources for Criteria Sheet.*

### Part 2 Treasure Hunt:

Create a treasure hunt for your own school using the names of buildings and other significant features of the school. Create at least four different sets of clues which model the language used in the Learning Object for directing the taxi.

Hint: Have the students hide the clues the teacher has written. Give each group a different set of clues and a school map. Have the students read the clues and place them on the map where they need to be hidden. Once the teacher has checked they have identified the right place, the group can take their clues to hide ready for another group.

The class then reassemble in the classroom to be given the first clue for a different set of treasure hunt clues. Using a school map, students must collect all of the clues. The first group to find the clues and reassemble in the classroom is the winner.

In groups, students can then create their own treasure hunt for another group to follow. They must identify each team member's strengths and allocate tasks appropriately in their group – i.e. Who will write the clues, draw the map, check the clues, hide the clues and ensure that all the tasks are completed on time.

*See Unit Resources for Criteria Sheet.*

### Part 3 Role play

Students work with a partner to act out a conversation where one of them takes the role of a policeman and the other a tourist who is asking for directions using the language functions they have learned. Encourage students to choose partners they haven't worked with before. Explain to them that by working with different people each time, they will learn something new and also learn different learning strategies.

*See Unit Resources for Criteria Sheet.*

## Activity 5: Reflection and Feedback

### Website:

- What makes a website appealing or interesting?
- What similarities or differences do you notice between websites about Japan written in English and Japanese?
- What was something new you learnt while researching for your website?

### Treasure Hunt:

- How effectively did your team work?
- Do you think you shared the tasks evenly?
- Did you choose your group based on friendship?
- Do you think you would have achieved a lot more if you worked in a team with other students rather than just your friends? Why?

### Role play:

- What was it like working with a different person?
- Did you learn any new vocabulary and grammar?
- Did you learn anything new about your partner?
- How helpful were you to the other person?
- How can you improve for next time?



## Assessment

The Victorian Essential Learning Standards supports a combination of assessment practices:

- Assessment of learning (summative)
- Assessment for learning (formative)
- Assessment as learning (ongoing)

<b>Domains/Dimensions</b>	<b>Assessment Focus</b> (Outline specific knowledge, skills and behaviours that each assessment task will focus on)	<b>Assessment Tasks</b>
<b>Languages Other Than English</b>  <i>Communicating in a language other than English</i>	Ability to: <ul style="list-style-type: none"> <li>• Give directions using directional language and compass points.</li> <li>• Indicate time using dates, days of the week etc.</li> <li>• Indicate location, address.</li> </ul>	1. Treasure hunt: clues written for the treasure hunt.  2. Teacher's observation of students' understanding of the content in the Learning Object Direct a taxi.  3. Participation in the role-play between the policeman & a lost tourist.  4. Diary
<b>Languages Other Than English</b>  <i>Intercultural knowledge and Language Awareness</i>	<ul style="list-style-type: none"> <li>• Provide factual information about a city or a place.</li> </ul>	1. A website of a Japanese city.
<b>Information Communication Technology</b>	<ul style="list-style-type: none"> <li>• To develop a website using and varying techniques to process visual representation for a target audience.</li> </ul>	1. Teacher observation of student's ability to obtain information and adapt it to produce their own website.
<b>Thinking Process</b>	<ul style="list-style-type: none"> <li>• Choose relevant vocabulary, strategic places and appropriate signage to create clues for the treasure hunt.</li> <li>• To solve the problem or clues provided for the treasure hunt.</li> </ul>	1. Treasure hunt. Observation of the types of clues and vocabulary students use to create their treasure hunt. Thinking processes used by the group to create the clues. Are the clues creative or fairly basic/ standard?
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Organise information and language to appeal to a target audience.</li> </ul>	1. Create an appealing website of a Japanese city.

## Key Features/Evidence

Ability to: navigate and follow instructions required in the Learning Object		
Below the Level	At the Level	Above the Level
Complete TLF Learning Objects with considerable support from the teacher.	Use the information provided to complete TLF Learning Objects successfully with some assistance from the teacher.	Successfully complete TLF Learning Objects independently.

Ability to create a website of a city in Japan for a specific audience.		
Below the Level	At the Level	Above the Level
Use a few multimedia tools (pictures, texts) to present the city of their choice	Use a number of multimedia tools (pictures, texts, sound) to present the city of their choice.	Use a wide range of multimedia tools (pictures, texts, sound, pdf, swf, xls etc files) to present the city of their choice

Ability to: identify their needs in regards to knowledge and skills and choose appropriate partners or groups of people to enhance their learning and abilities.		
Below the Level	At the Level	Above the Level
Difficulty in recognising that others can contribute to their learning and / or is not confident to approach others, thus work with the same partner or group of people. Has difficulty articulating their thought processes.	Understands the need to work with other people and chooses to work with a range of different people. Able to articulate their thought processes.	Recognising gaps in their own knowledge and abilities, and chooses the appropriate people or partners who can assist them with their growth. Can confidently work with anyone, usually works with different people. Able to articulate in depth their thought processes.

Ability to: produce written and spoken text to exchange and communicate information.		
Above the Level	Above the Level	Above the Level
Reproduce modelled language to communicate information. Vocabulary and grammar are limited, little evidence of cultural awareness in the written and spoken text produced, with the exclusion of cultural mannerisms. Requires considerable support to complete tasks.	Reproduce and manipulate language to exchange and communicate information. A good use of the appropriate vocabulary and grammar for the specific topic. Evidence of cultural awareness in written text and appropriate cultural mannerism in spoken text. Requires some support to complete tasks.	Reproduce main features in grammar to exchange and communicate information. A good variety of grammar and vocabulary for the topic. A good knowledge of culture integrated into their written and spoken text. Requires little to no support to complete tasks.

Ability to: comprehend written and spoken text.		
Above the Level	Above the Level	Above the Level
Has some difficulty comprehending the text, even with support of a dictionary. Is able to recall a few of the main ideas from the text.	Able to identify information from the written and spoken passage to extract information. Is resourceful in obtaining meaning of the written and spoken text, through questioning techniques or good use of the dictionary.	Able to identify relevant information and ideas from the written and spoken passage to extract information. Is resourceful in obtaining meaning of the written and spoken text, through good questioning techniques or good dictionary use.

Ability to create and understand clues for treasure hunt		
Above the Level	Above the Level	Above the Level
Uses a range of creative thinking to problem solving, but requires guidance to create clues. Needs teacher support to write clues.	Uses a broad range of creative thinking strategies to create and solve the clues for the treasure hunt. Uses modelled language and dictionary to create and solve the clues.	Uses a variety of creative thinking strategies to work out the clues and creates interesting clues combining original and modelled language.



# Unit resources

## Tourist Website Assignment

### Task:

Choose a Japanese city you would like to research and produce a one-page website for tourists.

The site must include the following information, written in Japanese:

- general information about the city
- average temperature and weather of the city
- current population
- transport systems commonly found in the city
- map of the city
- places of interest in and around the city
- any other information that you might think is useful
- pictures.

<b>Assessment Criteria</b>
1. Effective use of class time.
2. Completed all sections as required.
3. Shows evidence of thorough research and good use of a variety of resources.
4. Uses own words as much as possible.
5. Bibliography contains at least three references.
6. Assignment presented in the required format creatively
7. Assignment completed on time.

## Treasure Hunt Task

Create a series of 6 – 10 clues written in Japanese to make a treasure hunt around our school for another team to follow.

Work in a team, sharing the tasks effectively based on the strengths of your team members.

Decide who will write the clues, draw the map, check the clues, hide the clues, ensure that all the tasks are completed on time.

### Criteria for the group

Criteria for Assessment	Very High	High	Medium	Low	Very Low	Not Satisfactory
1. Capacity to work in a team situation to work out the clues provided by the teacher						
2. Creating own clues for treasure hunt: <ul style="list-style-type: none"><li>• relevance of the content of the clues to the situation and level</li><li>• presents information appropriately for the text-type</li><li>• accuracy and appropriateness of vocabulary and grammar.</li></ul>						
3. Capacity to comprehend maps and apply mapping skills to the treasure hunt.						

## Lost Tourist - Role play Task

With a partner, act out a conversation where one of you takes the role of a policeman and the other a tourist who is asking for directions. Use the language functions you have learned. Choose your own partner! Remember you will learn different learning techniques and skills if you work with someone who you don't normally work with or spend time with.

Criteria for Assessment		Very High	High	Medium	Low	Very Low	Not Satisfactory
<b>1</b>	Capacity to maintain and advance the exchange appropriately and effectively: <ul style="list-style-type: none"> <li>• capacity to link with partner</li> <li>• effectiveness of communication and repair strategies.</li> </ul>						
<b>2</b>	Relevance, breadth and depth of information, opinions and ideas: <ul style="list-style-type: none"> <li>• relevance of information</li> <li>• range of information.</li> </ul>						
<b>3</b>	Accuracy and range of vocabulary and grammar.						
<b>4</b>	Clarity of expression: <ul style="list-style-type: none"> <li>• pronunciation, intonation, stress, tempo.</li> </ul>						
<b>5</b>	Ability to work cooperatively with partner.						