



# JPS 211

## Intermediate Spoken Japanese I

S1 Day 2014

*Dept of International Studies*

### Contents

---

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Hiroshi Suzuki

[hiroshi.suzuki@mq.edu.au](mailto:hiroshi.suzuki@mq.edu.au)

Contact via [hiroshi.suzuki@mq.edu.au](mailto:hiroshi.suzuki@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

JPS201

Co-badged status

Unit description

This unit focuses on enhancing students' skills in aural comprehension, oral expression and intercultural competence by developing students' skills for using Japanese effectively in everyday situations to discuss common topics of conversation and for negotiating commonly encountered situations. In addition to the language focus, this unit also develops students' intercultural competence by examining the ways in which culture and language are connected, and the ways in which values are transmitted through language.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations

Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context

Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)

Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms

Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Unit Participation</u></a>	15%	Weekly
<a href="#"><u>Recording Task</u></a>	15%	Weekly (2pm, Tuesday)
<a href="#"><u>Speech</u></a>	20%	Week 6
<a href="#"><u>Group Presentation</u></a>	15%	Week 9
<a href="#"><u>Class Test</u></a>	15%	Week 12
<a href="#"><u>Interview Test</u></a>	20%	Week 13

### Unit Participation

Due: **Weekly**

Weighting: **15%**

Participation refers to much more than simply being in attendance. Students must consistently demonstrate their commitment to the course by being punctual and well prepared for all classes. Participation marks are also gained through active involvement during the class, demonstrated by asking and answering questions, participating constructively in activities as required, and showing consideration for the lecturer and other students by behaving in a mature and co-operative manner.

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context

- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Recording Task

Due: **Weekly (2pm, Tuesday)**

Weighting: **15%**

You are required to record the assigned tasks (e.g. self-introduction, self-reflection on what you've learnt in the class, response to the recorded questions etc...). Weekly recording tasks are due by 2:00 pm on Tuesday. Further instructions will be provided in class.

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Speech

Due: **Week 6**

Weighting: **20%**

Each student will make a 3 minute speech on the topics covered in Weeks 1-5 (e.g. family and friends, hobbies and interests). You are required to submit the script by 9:00 am on the Monday of Week 6. Submission of the script after the performance will not be accepted. Marking criteria will be made available in the Week 6 topic in iLearn. Further details will be provided in class.

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Group Presentation

Due: **Week 9**

Weighting: **15%**

In a group of 2-3, students will write an original travel itinerary (5 day trip to Japan) and provide a 5-7 minute presentation to promote the travel itinerary. One member from each group must submit the presentation script and slides via iLearn by 9 am on Monday of Week 9. Marking criteria will be made available in the Week 9 section in iLearn. Peer evaluation will also be conducted in this assessment task. Further instructions will be provided in class.

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context

- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Class Test

Due: **Week 12**

Weighting: **15%**

The Class Test will be held in the week 12 seminars. It may contain the following types of questions: listening comprehension, dictation, short dialogue extracts with true/false, multiple choice, short answer responses and short written compositions in Japanese (e.g. write a short dialogue, or complete a dialogue).

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Interview Test

Due: **Week 13**

Weighting: **20%**

A face-to-face interview with the instructor will be conducted in Japanese for approximately 5-7

minutes. Marking criteria will be made available in the Week 13 topic in iLearn.

On successful completion you will be able to:

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## **Delivery and Resources**

### **Required and recommend texts and/or materials**

No textbook is required for this unit. Handouts and resources will be provided in class and online.

The online unit (iLearn) can be accessed at: <https://ilearn.mq.edu.au>. Students must have regular, reliable access to a computer and the internet to complete this unit. Completion of assessment tasks will also require a computer with Japanese fonts enabled. Basic computer skills (e.g., internet browsing) and skills in word processing in Japanese and English are required.

### **Supplementary tests & Late submissions**

If you anticipate unavoidable difficulty in sitting for tests (in class and online), contact the convener as soon as possible. A request for a supplementary test will be considered only in the case of serious illness or disruption.

Assignments are compulsory and must be submitted on time. As a general rule, extensions will not be granted without a valid and documented reason (e.g. medical certificate). Late submissions will be penalised by 5% for each day (including weekends) the assignment task is

late. No assignments will be accepted after assignments have been corrected and feedback has been provided. Assignment tasks handed in early will not be marked and returned before the due date.

## Special Consideration

### Special Consideration Policy

Special Consideration is intended for a student who is prevented by serious and unavoidable disruption from completing any unit requirements in accordance with their ability. Please refer to MQ Policy Central (link provided in the following section) for more information.

### Applying for Special Consideration

Students applying for Special Consideration circumstances that are of three (3) consecutive days' duration within a study period, and/or prevent completion of a formal examination, must submit an online application via [ask.mq.edu.au](http://ask.mq.edu.au). The due date for receipt by the University of an application for Special Consideration is five (5) working days after the due date of the associated assessment task / final examination. For an application to be valid, it must include all supporting evidence.

## Unit Schedule

Week	Theme In-class Assessment Tasks	Assessment Tasks (outside of class time)
Week 1	Self Introduction Conversation practice with Japanese exchange students (TBA)	Recording Task (Practice)
Week 2	Family and Friends Conversation practice with Japanese exchange students (TBA)	Recording Task 1
Week 3	Hobbies and Interests	Recording Task 2
Week 4	Daily Routine (1)	Recording Task 3
Week 5	Daily Routine (2)	Recording Task 4
Week 6	Speech (20%)	Recording Task 5 Speech script due Mon 9 am
	Midterm Break	
Week 7	Travel and Memories (1)	Recording Task 6
Week 8	Travel and Memories (2)	Recording Task 7
Week 9	Group Presentation (15%)	Recording Task 8 Presentation script and PPT slides due Mon 9 am



Week 10	Education and Future Plans (1)	Recording Task 9
Week 11	Education and Future Plans (2)	Recording Task 10
Week 12	Class Test (15%) Unit Evaluation	
Week 13	Interview Test (20%)	

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)

- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation
- Interview Test

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation
- Class Test

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

### Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation
- Class Test
- Interview Test

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

### Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation
- Class Test
- Interview Test

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## **Assessment tasks**

- Unit Participation
- Recording Task
- Speech
- Group Presentation

## **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation
- Interview Test

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Demonstrate their ability to converse in Japanese using correct pronunciation, as well as stress, intonation and tempo appropriate to the context
- Apply basic verbal and non-verbal strategies to maintain communication and respond appropriately in everyday interactions (e.g. repair strategies, use of aizuchi, set phrases, appropriate register)
- Demonstrate understanding of purpose, context, key points and some supporting details in aural texts by identifying, organising, analysing, evaluating and responding to texts set in a variety of everyday contexts and presented in a variety of written, pictorial and graphical forms
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## Assessment tasks

- Unit Participation
- Recording Task
- Speech

- Group Presentation
- Class Test
- Interview Test

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations
- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

### Assessment tasks

- Unit Participation
- Recording Task
- Speech
- Group Presentation

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate their ability to use a range of lower intermediate Japanese structures and vocabulary to accurately, effectively and spontaneously convey information about their personal world and communicate in a variety of everyday situations



- Understand the role of different age groups, gender, social status and location on interactions in Japanese in informal and semi-formal contexts in a variety of created and authentic aural texts, and apply this information to produce context-appropriate spoken texts (e.g. role plays, dialogues, general conversation)

## **Assessment tasks**

- Unit Participation
- Recording Task
- Speech
- Group Presentation