



Senior Programme

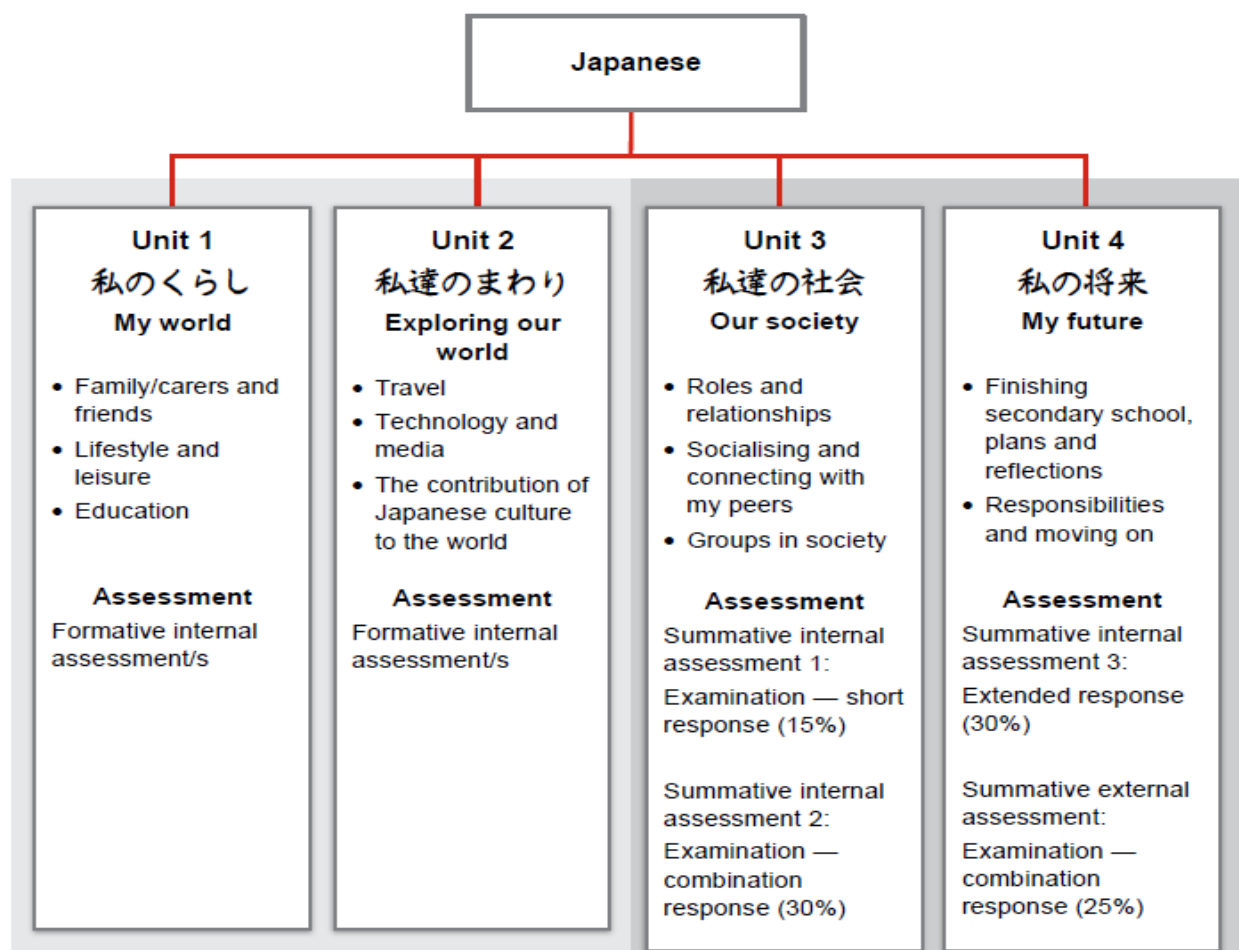
Japanese



Be Different.
MAKE A DIFFERENCE!

Central Queensland Centre for elearning

Creating future global citizens



Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. <u>comprehend</u> Japanese to <u>understand</u> information, ideas, opinions and experiences	•	•	•	•
2. <u>identify</u> <u>tone</u> , <u>purpose</u> , <u>context</u> and <u>audience</u> to <u>infer</u> meaning, <u>values</u> and <u>attitudes</u>	•	•	•	•
3. <u>analyse</u> and <u>evaluate</u> information and ideas to draw conclusions and <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
4. <u>apply</u> knowledge of Japanese <u>language elements</u> , structures and <u>textual conventions</u> to <u>convey meaning appropriate to context</u> , <u>purpose</u> , <u>audience</u> and <u>cultural conventions</u>	•	•	•	•
5. <u>structure</u> , <u>sequence</u> and <u>synthesise</u> information to <u>justify</u> opinions, ideas and <u>perspectives</u>	•	•	•	•
6. <u>use strategies to maintain communication</u> and <u>exchange</u> meaning in Japanese	•	•	•	•

Senior Work Calendar

STUDENT NAME:	
YEAR 11-12 JAPANESE	TEACHER: _____ 先生

	DATE	TASK	Result	Syllabus objectives						
				Criterion	1	2	3	4	5	6
Unit 1	Y11 Term 1 Week 8	Internal Formative Assessment 1 (1FA1) Examination–short response (15%)		Short Response Analysing Japanese texts in English READING & LISTENING <i>15 marks</i>		*	*			*
	Term 2 Week 8	Internal Formative Assessment 2 (1FA2) Examination – combination response (30%)		Short Response Analysing Japanese texts in English READING & LISTENING <i>Session 1 Part 1 6 marks</i>	*	*	*			
				Extended Response Creating Japanese texts with Japanese stimulus WRITING <i>Session 1 Part 2 12 marks</i>	*	*		*		
				Unprepared Response Exchanging information and ideas in Japanese SPEAKING <i>Session 2 12 marks</i>	*	*		*		*
Unit 2	Term 3 Week 8	Internal Formative Assessment 3 (1FA3) Extended response (30%)		Extended Response Analysing Japanese texts in English READING & LISTENING & WRITING <i>15 marks</i>	*	*	*	*		*
				Unprepared Response Exchanging information and ideas in Japanese SPEAKING <i>15 marks</i>	*		*	*		*

Unit 3	Y12 Term 1 Week 8	Internal Summative Assessment 1 (ISA4) Examination– short response (15%)		Short Response Analysing Japanese texts in English READING & LISTENING 15 marks		*		*		*
	Term 2 Week 8	Internal Summative Assessment 2 (ISA2) Examination – combination response (30%)		Short Response Analysing Japanese texts in English READING & LISTENING <i>Session 1 Part 1 6 marks</i>		*		*		*
				Extended Response Creating Japanese texts with Japanese stimulus WRITING <i>Session 1 Part 2 12 marks</i>		*		*		*
				Unprepared Response Exchanging information and ideas in Japanese SPEAKING <i>Session 2 12 marks</i>	*	*		*		*
Unit 4	Term 3 Week 8	Internal Summative Assessment 3 (ISA3) Examination– Extended response (30%)		Extended Response Analysing Japanese texts in English READING & LISTENING & WRITING 15 marks		*		*		*
				Unprepared Response Exchanging information and ideas in Japanese SPEAKING 15 marks	*	*		*		*
	Term 4 Week (W4-7)	External Summative Assessment 4 (ESA4) Combination Response Exam (25%)		Combination Response Analysing Japanese texts in English	*	*	*	*		*
				Creating Japanese texts with Japanese stimulus	*	*	*	*		*

YEAR 11

TERM ONE

1	Units/Assessments Overview Orientation Kanji review	<p>じこしょうかい 自己紹介</p> <p>General particles を、は、が、に、へ、 も、の、と、や、か</p> <p>Colours 白の車</p> <p>～が好きです/ 好きじゃないです</p> <p>Wants ～たいです ～たいと思っています</p> <p>Conjugative ～くて / で</p> <p>Wants ～がほしいです</p> <p>Humility いいえ、まだまだです</p> <p>Adverbs だいたい、きっと、たぶん、とても、少し、ちょっと、ずっと、すごく</p> <p>あいづち あの、その、そうですね、そうですか、ねえ、まあ、あら、ええと、あのね、さあ</p> <p>Time おととい、明後日、先々週、再来週</p>	<p>一～十、百、千、(Numbers)</p> <p>目、手、口、耳、頭、体 (Body parts)</p> <p>月～日 (Days of the week)</p> <p>小、子、川、切、引、半、休、森、夕、友、何、多、音、走、早、円、空、自、光、東、南、後、考、気、決</p>
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Unit 1: My World

2	Topic 1: FAMILY/CARERS/ FRIENDS	Plain form	母、父、兄、弟、姉、妹、家、族、歩、思、言、上、下、元、化、止、女、仕、男、高、安、校、学、係、万、人、客、乗、馬、料、理、私、通、日本語、好、申、込、勉、強、毎、朝、早、前、世、話、週、次、作、少、送、番、業、様
3	<ul style="list-style-type: none"> consider and create introductions in a variety of age-appropriate settings in their own and Japanese-speaking communities, 	The plain form in the past negative	
4		The plain form in the past negative	
5		<p>～ことが好きですand ことができます</p> <p>～ことが上手ですand ことがとくいです</p> <p>～ことが下手ですand ことがにがてです</p> <p>I think ～と思います</p> <p>Then から</p> <p>It says ～と言います</p> <p>Receiving/ favour ～てくれます / ～てくれませんか</p> <p>Troublesome ～てこまります</p> <p>Order ～なさい</p> <p>Negative Masu form stem + ない</p> <p>No ownership</p> <p>Masu Form (inc, negative+past)</p> <p>Family (your own and someone's)</p> <p>Interrogatives 何、どう、どうやって、どれ、どこ、だれ、どんな、どちら、いつ、なぜ、どうして、なんで、いくら、いくつ、どのくらい</p> <p>Adjectives (adverbial form) きれいに、はやく</p> <p>Adjectives (quantity) 多い、少ない</p>	

		<p>Introduction と申します / いたします / です Reason __ ので / から Wants __ たいです / __ たいと思います。 How to ~ (masu form stem) + 方 Expressions おねがいします / おねがいたします</p>	
6	<p>Topic 2: LIFESTYLE & LEISURE</p> <ul style="list-style-type: none"> consider how interests, traditions, events and celebrations impact on family/carer identity, community connections and cultural values in their own and Japanese-speaking communities, <i>e.g. research and compare significant events, leisure activities or sports in Japanese-speaking communities and Australia</i> compare and contrast lifestyle and leisure for themselves and their peers in Japanese-speaking communities, <i>e.g. negotiate leisure activity arrangements; compare what is considered a healthy lifestyle</i> appraise the diversity of celebrations in their social sphere and those of their peers in Japanese-speaking communities, <i>e.g. give reasons for family/carer activity preferences and/or values</i> 	<p>てform (Asking politely, Talking about how you do things and Talking about actions) The て-form to join sentences ~てから The particle へ (Going somewhere to do something) The plain form in the past tense The plain form in the negative</p> <p>Listing ~たり~たりします After ~た後で But ~が too~ ~すぎます Even though ~ても Only ~しか Begin 始めます End 終わります</p> <p>Suggestion たほうがいいです / たらいいです / ないほうがいいです Asking favours Masu form stem + ませんか Invitation Masu fform stem + ましょう / ようにします</p> <p>Suggestions Masu form stem + たらどう Conjugations も、しかし、でも Reason ~ので</p>	<p>春、夏、秋、 冬、海、物、 雨、雪、天、 始、終、文、 運、転、動、 点、回、飲、 洗、道、通、 達、活、水、 食、外、国、 名、前、生、 年、月、性、 別、住、所、 才、会、社、 員、中、学、 責、任、信</p> <p>黒 (Recognition only) 京、都、英、 去、間、山、 園、有、新、 建、近、町、 分、行、店、 住、古、今、 業、券、味、 酒、都</p>

7		<p>Connectors それから、それでは、ところで、とにかく、まず、つぎに、最初に、最後に、たとえば、それに</p> <p>If / if not Plain F + と / ないと</p>	
8	IFA1 UNIT 1- TOPIC 1 SHORT RESPONSE EXAM		Exam Block
9	Topic 2: LIFESTYLE & LEISURE		
10	Continue as above.		
TERM TWO			
1	Topic 3: EDUCATION	<p>asking and giving permission & saying that it is not allowed</p> <p>～てもいいです / ～てはいけません / ～</p> <p>Prohibition ～てはだめです</p> <p>Comparison AとBとどちらのほうが</p> <p>Adjective ですか、AよりBのほうが</p> <p>Adjective です / Plain F + くらべて</p> <p>Expressing obligation</p> <p>～なければなりません/いけません/～ないといけません・だめです</p> <p>Asking someone do something</p> <p>～ください</p> <p>Asking someone not do something</p> <p>～ないでください</p> <p>you don' t have to do something</p> <p>～なくてもいいです</p> <p>It is ok if you do or don' t do</p> <p>～ても～なくてもいいです</p> <p>Past experience</p> <p>～たことがあります</p> <p>Naming nouns Name という Noun</p> <p>Demonstratives これ、それ、あれ、どれ、この、その、あの、どの、こちら、そちら、あちら、どちら、こんなに、そんなに、あんなに</p> <p>Nominators Plain F + の / こと</p> <p>One/one' s の</p> <p>～ing ～ています</p> <p>Intention ～てみます</p> <p>If ～たら</p> <p>Planning / Intention ～するつもり</p> <p>Even ～ ～けど</p> <p>Obligation ～なきゃ/なくちゃ/なければなりません/v ないといけません</p> <p>The て-form to join sentences</p>	<p>朝、昼、晩、勉、強、飯、同、立 教、室、漢、字、</p> <p>回、青、赤、書、館、終、帰、曜、間、開、閉、将 僕 (Recognition only)</p> <p>話、来、買、昨、電、車、楽、着、室、事、公、習、有、緒 (Recognition only)</p> <p>地、若、受、聞、読、閑、親、試、験、題 観</p> <p>己、々、号、成、両、式、曲、汚、効、表、使、卒、的、免、許、差、階、最、</p>
2	• compare and explain education experiences, e.g. compare education systems or school expectations and traditions		
3	• analyse perspectives on the benefits and challenges of study,		
4	e.g. contrast experiences of peers in a variety of educational contexts in Australia and Japanese-speaking communities		
5	• assess a variety of texts comparing education systems in Japanese-speaking communities and Australia, e.g. discuss values and attitudes towards education and school traditions or expectations and societal and cultural factors		

		<p>～て / ～なくて</p> <p>Approximate ～のみ / しか / ばかり / など / くらい / ぐらい / ころ / ごろ</p> <p>Not ~ very あまり～ない</p> <p>Receiving ～してくれています (て F+くれています)</p> <p>Describing のよう / らしい / みたい</p> <p>It has become ～になる / くなる</p> <p>Because なぜなら～から</p> <p>Quoting ～そうです / ～そう</p> <p>Whether ～かどうか</p> <p>While Masu form stem + ながら</p> <p>Listing Masu form stem+たり、Masu form stem+たり</p> <p>From ~ till から / まで</p> <p>～ing Masu form stem + ている</p> <p>Masu form stem + て行く / て来る</p> <p>about to ~ / just have done</p> <p>Masu form stem + ているところ</p> <p>Decision Plain form + ことにしました</p> <p>Frastrarions Te form + しまいました</p> <p>Questions Plain form+かな?</p>	
8	<p>IFA2 Sess.1- UNIT 1- TOPIC 2-3 SHORT & EXTENDED RESPONSE (Exam)</p> <p>IFA2 Sess.2- UNIT 1- TOPIC 2-3 EXTENDED RESPONSE (unprepared spoken)</p>		Exam block
9-10	Revision		
Unit 2: Exploring our world			
8	<p>Topic 1: TRAVEL</p> <ul style="list-style-type: none"> describe personal travel and tourism in Japanese-speaking communities and Australia, e.g. identify places students have visited, recognise places of interest to Japanese speakers and/or highlights of Japanese-speaking countries and Australian destinations (including places that are significant to Indigenous cultures) consider conversations related to travel options and experiences in Japanese-speaking communities, e.g. contrast cultural conventions associated with travel experiences and the prevalence of keigo in the travel industry analyse trends in travel and their impact, e.g. consider economic, environmental and/or security factors; compare types of tourism and marketing, e.g. ecotourism, sharing economy, extreme tourism, volunteer tourism 	<p>Trying something to see what it is like ～てみたいです</p> <p>Quoting ～そうです</p> <p>How long it takes かかります</p> <p>Talking about your experience ～は初めてです</p> <p>Talking about your intentions ～するつもりです</p> <p>Talking about your plans 予定です</p> <p>After ～後で</p> <p>Before ～前に</p> <p>during or while 「間に」</p> <p>When ～の時に / ～のころ</p> <p>when and if と / たら</p> <p>Conditional form ～ば</p> <p>something seems a certain way, or likeness ～らしい</p> <p>Giving and receiving favours</p>	<p>泊、駅、乗、着、北、右、左、和、洋、旅、入、出、宿、午、正、黒、赤、青、白、理、祝</p> <p>昨、夢、界、急、帰、先、言葉、予、定、時、(時代)</p>
9			
10			

	<ul style="list-style-type: none"> • evaluate tourist destinations by reflecting on travel experiences and the importance of travel, <i>e.g. comment on the reasons for and attitudes towards travelling and/or popular destinations and events</i> • investigate the significant features of a famous destination or event, <i>e.g. identify geographical, historical and/or cultural features of a Japanese destination or event; comment on the similarities and differences between significant sites in Australia</i> • justify decisions about travel options for specific audiences, <i>e.g. discuss guidelines, rules, laws and expectations of travellers and the resulting recommendations for different groups</i> 	<p>～てあげます, ～てもらいます, ～てください います and ～ていただきます making requests in a polite way ～てくださいませんか and ～ていただけませんか Potential V れる/られる Justifying のです / んです Order Masu form stem + なさい Not either ～も～もない Quoting そうです / そうだ Weather ~ or not Plain F + かどうか Plain F + か Appearance/seems Masu Form Stem + そう (です) When Masu form stem+ 時, N + 時 If ~ もし～たら Not very あまり～ない Even ～ても, (～ない) Volitional ～しよう Purpose Masu form stem + に行く / 来る Assumption Plain F + はずだ Counters まい、名 (様)、階、番線、号車、つ、人、こ、ひき、日、日間、月、ヶ月、時間、週間、年間、年生、回、はい、本、さつ</p>	
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TERM THREE

1	Topic 2: TECHNOLOGY & MEDIA	Comparisons ～ほど～ない because, so ので while, doing two things at once ～ながら way of doing ～方 Easy/hard to do something ～やすいです、～にくいです frustration ～てしまいます not only... but also …だけでなく～も although, despite のに about ～ について It seems that ～そうです / ようです / ～らしいです	持、待、方、 働、売、明、 作、早、新 社会、部、初、 用、者、 写真 (Recognition only), 定、面、庭、 島、球、温、 遠、度、変、発
2	• consider the central role of technology in their own lives and the lives of Japanese-speaking peers, <i>e.g. compare and contrast the ways they connect and acquire new information; identify ways technology has made travel easier or more accessible</i>		
3	• assess the impact of, and trends in, technology with regards to young people in the 21st century society, <i>e.g. investigate the advantages and disadvantages of using technology to communicate and/or access information</i> • appraise the effects of technology and media on their own world view and on the world view of Japanese-speaking peers, <i>e.g. evaluate the positive and negative effects of their own use of technology; discuss how the rapid transfer of news and information (substantiated and not) influences their world view</i>	<p>Comparisons より、～の方が、もっと、一番、同じ、同じくらい、似ている、違う、～と～と、～は～と、どちら、～は～とくらべて Order 番目 Fraction ～分の～ Large numbers 百、千、万、億</p>	

		<p>て Form + くださる</p> <p>According to ~によると</p> <p>Except ~ N のほかに</p> <p>Honorific form お / ご + N する</p> <p>~をされている (尊敬語)</p> <p>It became ~になります</p> <p>I think ~と思います</p> <p>Listing ~し~し / ~もし~もし</p> <p>Despite (どんなに) N な Adj でも、V ても、い Adj くて</p> <p>Obligations ~なければなりません</p>	
4	Topic 3: CONTRIBUTION TO JAPANESE CULTURE IT(Ch7&8)	The potential form れる / られる	寺、神、社、
5	<ul style="list-style-type: none"> identify how Japanese traditional culture is maintained in the modern world, e.g. describe festivals, events, rites of passage and community celebrations 	V potential + ように / ないように	古、夜、
	<ul style="list-style-type: none"> analyse how aspects of Japanese culture have made diverse contributions around the world, e.g. consider to what extent Japanese culture is present in the local community and the reasons why 	describing how things seem	田、花、県、
	<ul style="list-style-type: none"> investigate significant/prominent Japanese speaker/s and their contribution to linguistic/cultural identity, e.g. summarise significant/prominent Japanese-speaker/s influence on the arts (music, film, literature or digital), sports or broader community 	<p>みたい、よう</p> <p>Describe a noun N+みたい / よう</p> <p>Quoting ~そうです</p> <p>Quoting Plain form + と</p> <p>It becomes ~なります(なる)</p> <p>To come to be that ~ようになります</p> <p>Expectation はずです</p> <p>By ..., before までに</p> <p>Making adjectives into nouns adj stem+さ</p> <p>While うちに / ないうちに</p>	<p>市、都、</p> <p>心、西、茶、長、</p> <p>楽、広、知、紙</p> <p>名、去、色、屋</p> <p>線、働、意</p>
6 / 7 (IFA3 Draft Due)			
8	IFA3 Part 1- UNIT 2- TOPIC 1-3 EXTENDED RESPONSE MULTIMODAL DUE IFA3 Part 2- UNIT 2- TOPIC 1-3 EXTENDED RESPONSE (spoken, supervised)		Exam Block
9-10	Revision		
TERM FOUR			
Unit 3: Our Society			
1	Topic 1: ROLES & RELATIONSHIPS	Telling how expressing an effort made	<i>Kanji (Recognition only)</i>
2	<ul style="list-style-type: none"> recognise the diversity of roles and relationships as portrayed in a variety of media, 	~ようにしています	
3		Verb nominalization こと / ことにしています / ことになりました / ことが多いです	
4		will become ~くなります	
5			

6	<p>e.g. summarise personal accounts detailing the evolving nature of family/carers, identify stereotypical versus actual family/carers and/or gender roles</p> <ul style="list-style-type: none"> consider the concept of the individual and how different factors influence their perceptions of themselves and their place in society, <p>e.g. compare and contrast how relationship status, cultural norms, social media and peer pressure impact self-image</p> <ul style="list-style-type: none"> comment on the changing structure of the family/carer unit, stereotypical roles in society and gender bias in their own and Japanese-speaking communities in the 21st century, as represented in texts and media, <p>e.g. summarise the differences and similarities of traditional social structures, cultural expectations and employment opportunities between home and Japanese-speaking communities</p>	<p>Without ないで Conditional (if/when) ～なら expressing an opinion (person) にとって～ことは～です the passive voice ～れる、～られる not always いつも/かならずしも～というわけではあり ません/とはかぎりません Assumption かもしれません / ～でしょ う <i>*The difference between</i> かもしれません and でしょう Certainty / uncertainty Question words + か Question words + でも Question words + も Volitional ～ようと思います Wants ～がほしいです / ～てほしいです Large numbers 百、千、万、億 Transitive and intransitive verbs ～ようになります ～ようにします purpose or benefit N のために / Plain form + ために Obligation べきです Necessity ひつようです / ひつようがあります just about to do something The plain form + ところです being in the middle of doing something Theてform + いるところです having just done something The plain past form + ところ</p> <p>Masu form stem + ないでほしいです Japanese era 江戸、明治、大正、昭和、 平成、令和、時代 Adnominal ある N</p> <p><u>Expressions</u></p>	<p>功、由、仮、 果、故、境、 増、誕、 環、億、大阪、 興味、飛行機、 新幹線、場所、 場合、結婚、親 御、写真、自 身、道具、心 配、ご飯、質問</p>
7	Revision		
8	YEAR 11 FINISH THIS WEEK		

YEAR 12

TERM ONE

1	ORIENTATION		
2	Topic 2: SOCIALISING AND CONNECTING WITH PEERS <ul style="list-style-type: none">• identify and describe how they and their Japanese-speaking peers socialise and connect with each other, <i>e.g. summarise the opportunities available, describe specific activities and barriers to socialising and connecting</i>• compare the opportunities and challenges for young people in maintaining a sense of connectedness, <i>e.g. determine societal expectations and definitions of success and the impact on young peoples' sense of belonging</i>• analyse the impact of socialising and connecting with their peers, <i>e.g. consider the nature of connectedness with their peers in their own and Japanese-speaking communities</i>• discuss and advise peers on issues that affect young people and are impacted by their cultural values and beliefs, <i>e.g. consider topics such as youth health, addiction and harassment.</i>	Review & Use all Grammar Patterns	Review & Use all Kanji
3			
4			
5			
6			
7			
8			
9			
10			
8	ISA1- UNIT 3- TOPIC 1 SHORT RESPONSE EXAM		
9-10	UNIT 3- Topic 1 REVIEW		

TERM TWO

1	Topic 3: GROUPS IN SOCIETY <ul style="list-style-type: none">• identify how young people in their own and Japanese-speaking communities represent their perspectives and uniqueness by joining groups with particular identities, appearances, and interests, <i>e.g. participating in community service organisations and support groups for those in need</i>• investigate news items impacting on young people, <i>e.g. comment on the effect of world events on their lives and how they develop opinions and/or make decisions</i>• evaluate the impact of ‘the group’ and ‘the individual’ in terms of independence, individuality and responsibility, <i>e.g. appraise the impact of societal expectations/conventions on their life and those of Japanese-speaking peers</i>	Review & Use all Grammar Patterns	Review & Use all Kanji
2			
3			
4			
5			
6			
7			
8	ISA2- UNIT 3 - TOPIC 2-3 COMBINATION RESPONSE EXAM		
9-10	UNIT 3- Topic 2-3 REVIEW		

Unit 4: My Future

TERM THREE

1	Topic 1: FINISHING SECONDARY SCHOOL, PLANS & REFLECTIONS <ul style="list-style-type: none">• reflect on the end of their school lives, <i>e.g. describe the significance of graduation ceremonies and end-of-secondary-school celebrations in Australian and Japanese-speaking communities; explain their achievements, challenges and experiences as a student</i>• consider the role of Japanese in their future, <i>e.g. explore the opportunities for future study, travel, employment and career prospects</i>• discuss a variety of perspectives about finishing secondary school and plans for the future, <i>e.g. summarise their plans for travel, study and careers and the factors that impact on these decisions</i>• comment on personal feelings about their experiences at school, the relationships they most valued and what they will miss as they leave school, <i>e.g. advise future senior students on what they wish they had known and/or done differently</i>	Review & Use all Grammar Patterns	Review & Use all Kanji
2			
3			
4	Topic 2: RESPONSIBILITIES & MOVING ON <ul style="list-style-type: none">• compare and contrast employment prospects and post-school options in their own and Japanese-speaking communities, <i>e.g. consider study and job opportunities in a range of Japanese-speaking communities and the associated economic factors (cost of living, accommodation)</i>• discuss the considerations associated with creating a more independent life after school for themselves and Japanese-speaking peers, <i>e.g. offer advice to their peers on study, employment and gap years post-secondary school</i>• comment on their own concerns relating to the responsibilities they face at the end of their secondary school lives, <i>e.g. discuss the kind of person they aspire to be and the impact they hope to have on others/the world</i>		
5			
6			
7			
8-9	ISA3- UNIT 4- TOPIC 1-2 EXTENDED RESPONSE EXAM		
10	UNIT 4- Topic 1-2 REVIEW	Review & Use all Grammar Patterns	
TERM FOUR			
1-3	Revision		
4-7	SUMMATIVE EXTERNAL ASSESSMENT COMBINATION RESPONSE		
6	YEAR 12 Finish School		

Mandatory kanji

*The following characters are essential subject matter for the summative external assessment in Unit 4.

1	一
2	二 七 八 九 十 人 入
3	三 下 上 大 小 子 才 土 口 川 山 千 万 女 夕 々 己
4	五 六 日 月 火 水 木 中 元 天 円 分 文 方 少 父 化 止 手 友 今 心 切 午 予 引
5	四 本 生 正 母 兄 冬 左 右 目 白 田 外 出 半 市 仕 広 北 世 立 用 他 号 去 古 公 申
6	休 名 先 年 気 好 多 同 自 字 行 西 安 両 早 式 百 毎 耳 任 成 汚 曲 地 寺 会 考 有 次 光 色 回
7	私 言 来 何 見 赤 車 住 男 弟 別 売 社 町 近 走 初 体 作 花 決
8	金 的 定 姉 妹 学 物 使 効 表 雨 京 国 和 東 長 空 店 泊 券 所 歩 卒 免 事 知 性 始 苦 者 受 夜 英 味 青 明
9	前 秋 春 食 思 活 祝 度 南 乗 発 海 洋 県 神 室 待 建 送 後 界 昼 洗 急 客 係 持 音 茶 変 昨 信 面
10	高 夏 書 校 時 家 庭 島 通 旅 将 酒 勉 帰 料 員 差
11	族 部 問 責 球 週 閉 都 転 許 教 終 強 動 習 理 宿 雪 都
12	買 飲 達 間 番 温 開 道 階 運 最 朝 着 晩 森
13	話 楽 漢 電 新 遠 園 線 働 業 夢 試 意
14	語 様 駅 聞 読 聞
16	橋 館 親 頭
18	曜 題 験 観

Recognition only

功 由 仮 果 黒 故 境 僕 増 誕 環

おく おおさか きょう き ぼ ばあい けっこん ご しゃしん しん ぐ ばいっしょ
億 大阪 興 味 飛行機 新幹線 場所 場合 結婚 親御 写真 自身 道具 心配 一緒
はん
飯
しつもん
質問