

# CAN I GO OUT TONIGHT?

## Communicative Task for Japanese as a Second Language Japanese Language and Culture 20 (3-Year)

### TASK SUMMARY

Students will ask for permission from different people to do activities in different situations. Students will also practice giving or refusing permission.

### Student Focus for the Task

I can talk with others to ask for permission to do different activities in various situations.

### PRINCIPLE OUTCOME FOR THIS TASK

General Outcome	Specific Outcome
<b>Applications: A-3.1:</b> guide actions of others	b. seek, grant or withhold permission

### SUPPORTING OUTCOMES FOR THIS TASK

General Outcome	Specific Outcome
<b>Language Competence: LC-5.1:</b> register	a. recognize formal and informal language in familiar situations
<b>Global Citizenship: GC-1.2:</b> knowledge of Japanese culture	a. participate in a variety of activities and experiences that reflect elements of Japanese culture

### PREPARING FOR THE TASK

- Introduce the “I can” statement to the class. Ensure it is visible throughout the task. Ask students how they will know they have been able to ask for, grant, or refuse permission. What do people need to pay attention to when asking different people for permission? What type of language do people use in polite and casual situations?
- Build a list of indicators that will help them know they have achieved the “I can” statement.

**I can talk with others to ask for permission to do different activities in various situations.**

I know this because...

- I can use language to ask for, refuse and grant permission.
- I can use plain and polite forms of language.
- I can recognize when I need to use different polite forms of language .

- Review the concept and use of plain and polite language.
- Write model questions on the board, such as “Can I... go \_\_\_\_/borrow your \_\_\_\_?” (etc.) in both plain and polite form.
- Write a list of various appropriate responses to the above requests for permission.
- Students categorize the responses into plain or polite form.
- Ensure students have categorized the responses correctly.

Examples:

YES- Polite <ul style="list-style-type: none"><li>• <i>Dekaketemo ii desu yo.</i></li><li>• <i>Sore wa ii desu yo.</i></li><li>• <i>Ii desu yo.</i></li><li>• <i>Ii desu.</i></li><li>• <i>Douzo.</i></li></ul>	YES- Plain <ul style="list-style-type: none"><li>• <i>Ii yo.</i></li><li>• <i>Ii zo.</i></li><li>• <i>Betsu ni ii.</i></li><li>• <i>Dou de mo ii.</i></li></ul>
NO- Polite <ul style="list-style-type: none"><li>• <i>Sore wa chotto.</i></li><li>• <i>Sore wa dame desu.</i></li><li>• <i>Sore wa ikemasen.</i></li></ul>	NO- Plain <ul style="list-style-type: none"><li>• <i>Dame.</i></li><li>• <i>Baka.</i></li><li>• <i>Joudan deshou.</i></li></ul>

### INSTRUCTIONAL SUPPORT

- Students work in pairs.
- Each pair of students uses blank pieces of paper or cue cards, on which they write roles of different people, such as: grandmother, father, coach, older sister, older neighbour, police officer, friend, teacher, etc.
- *Student A* takes the role of themselves. *Student B* chooses a role by selecting a cue card (i.e. grandmother) and reads aloud the role on the cue card.
- *Student A* chooses the appropriate question form (plain or polite) for that situation and poses the question, i.e. “Grandma, can I go out tonight?”
- *Student B* chooses an appropriate response. The response could be “yes” or “no” but must be in appropriate plain or polite form.
- Students alternate roles to practice. Working with different partners will help students practice the language skills as much as possible.

### FEEDBACK FOR LEARNING

- Students use peer feedback to gather information about their performance in relation to the task criteria. After working with different partners, students provide simple coaching to one another about their performance, using sentence starters, such as:
  - When you had to choose to use polite or plain form, I noticed...
  - When you were asking for permission, I noticed...
  - When you were responding to me when I asked for permission, I noticed...
- As students are engaged in their conversations, circulate and observe students’ performances in order to provide individual or whole-class feedback for improvement.
- Students use the “I can” statement indicators, and teacher/peer feedback to reflect on whether or not they were able to achieve the “I can” statement.

*This task was developed by teachers at the Alberta Assessment Consortium (AAC) Summer Workshop for Second Languages, funded by a grant from Alberta Education.*

### **CAN I GO OUT TONIGHT? – Student Task**

As you are building proficiency in using Japanese, you realize the importance of using the appropriate form- polite or plain- depending on the situation.

To practice this skill, conduct a role play with a partner to ask for and grant permission. Be careful! You must use the appropriate form- polite or plain- to be convincing in your role.