**Junior Cycle Japanese Short Course unit – Draft**

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| Year:  1 | Unit:  4 | Name:  It’s tasty ! | Duration:  5 weeks |

1. **Learning Outcomes per strand**

**Communicative Competence**

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| **Topics** | **Lang. skills** | **Can-do descriptors** |
| 5 | L | I can understand people saying that they like/ dislike something and how much they like/ dislike it |
| 5 | L | I can understand people saying what their favourite people/ things/ activities/ animals/… |
| 5 | L | I can understand the gist of what people say about their favourite people/ things/ activities/ animals |
| 6 | L | I can recognise the name of meals and common foods and drinks when mentioned clearly |
| 6 | L | I can understand people saying what their favourite foods and drinks are |
| 6 | L | I can understand people giving simple information about meals or common foods and drinks |
| 6 | L | I can understand what someone is ordering from a simple menu |
| 8 | L | I can understand someone telling the time slowly and clearly |
| 8 | L | I can understand someone giving opening and closing time slowly and clearly |
| 8 | L | I can understand simple and clear announcements or information about times |
| 2 | R | I can use a bilingual dictionary |
| 5 | R | I can read a personal profile about a person’s favourite people/ things/ activities |
| 6 | R | I can recognise the name of some common foods and drinks on labels/ wrappers or websites, (if written in Katakana) |
| 6 | R | I can read simple menus for different meals in the day, (if written in Katakana) |
| 8 | R | I can read simple notice about opening and closing times |
| 8 | R | I can read simple notices about opening and closing times |
| 8 | R | I can understand simple information about times on notices, posters, leaflets, website |
| 1 | SI | I can ask how they feel and tell them how I feel in basic language with the help of gestures |
| 5 | SI | I can ask people if they like or dislike something and tell them about my likes and dislikes |
| 5 | SI | I can ask people what their favourite people/ things/ activities/ animals… |
| 6 | SI | I can ask people about their favourite foods and drinks and tell them mine |
| 6 | SI | I can ask people about meals in their country and tell them about meals in my country |
| 6 | SI | I can tell people what I would like to eat and drink and ask them what they would like |
| 6 | SI | I can accept or decline food or drink politely |
| 6 | SI | I can tell people what I would like in a shop/ market and ask them what they would like |
| 8 | SI | I can ask for and tell the time |
| 8 | SI | I can ask and tell people about opening and closing times |
| 8 | SI | I can ask and tell people what time something is taking place |
| 5 | SP | I can say what my favourite people/ things/ activities/ animals/ … are |
| 5 | SP | I can give a very brief description of my favourite people/ things/ activities/ animals |
| 6 | SP | I can say what foods and drinks I like or I don’t like |
| 6 | SP | I can say I’m hungry or thirsty |
| 6 | SP | I can give simple information about meals and some foods or drinks |
| 8 | SP | I can tell the time |
| 8 | SP | I can say when or at what time something is taking place, opening or closing |
| 5 | W | I can fill in my favourite people/ things/ activities/ animals…in a personal profile |
| 6 | W | I can write the names of some common foods, drinks or shops for someone (especially Katakana words) |
| 6 | W | I can write a simple list of my favourite foods and drinks (especially Katakana words) |
| 6 | W | I can write a very simple menu (especially with Katakana words) |
| 6 | W | I can write very simple captions for pictures or presentation on foods, drinks, shops, markets (especially in Katakana words) |

**Intercultural Awareness**

***Students will be able to****….*

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| Stereotypes, etc…  1.1, 1.2 | Key facts & features  2.3 | People & daily life  3.1, 3.2, 3.3 | People from ……and I |
| 1. Review the stereotypes about Japanese food 2. Compare and contrast similarities and differences in terms of food culture such as variety of food, national food, cooking styles, table manners, etc. | | | |

**Language Awareness**

***Students will be able to****….*

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| Comparing with other lang:  1.1.1, 1.1.19, 1.1.21  1.2.5  1.3.2,1.3.4  1.4.5, 1.4.7,1.4.10 | How it works (gram):  2.4, 2.5 | Enjoying & creating:  3.2.1, 3.2.2 | Lang. learning strategies:  4.1 |
| 1. Recognise loanwords from English 2. Compare and contrast Japanese adjectives and English adjectives 3. Compare and contrast the structure of a superlative sentence 4. Make a presentation of Japanese cooking 5. Identify their preferred language learning strategies | | | |

**Digital Literacy**

***Students will be able to****….*

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| Accessing resources &:  1.1, 1.2, 1.3 | Expressing oneself:  2.1, 2.2, 2.3 | Communicating:  3.3, 3.4 | Documenting learning:  4.1 |
| 1. Source and investigate new information about food culture 2. Organise resources to manage learning 3. Use mobile phone to video record role play 4. Post a photo of presentation and comments to SNS 5. Use digital tools to document and store evidence of my learning in this course 6. Plan and set learning goals by using digital tools such as an e-Portfolio or ELP | | | |

1. **Junior Cycle key skills**

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| **Communicating**  **・Listening and expressing myself**  **・Performing and presenting**  **・Discussing and debating**  **・Using language**  **・Using digital technology to communicate**  ・Students talk each other about their favourite food and things  ・Students do presentation on Japanese cooking  ・Students discuss food culture in  Japan and Ireland  ・Students post photos and comments about presentation to SNS | **Being creative**  **・Imagining**  **・Exploring options and alternatives**  **・Implementing ideas and taking action**  **・Stimulating creativity using digital technology**  ・Students try variations of situations, roles, communicative styles, etc. in role playas.  ・Students experiment with recipe of Japanese dish which they researched on SNS  ・Students create a poster for presentation on Japanese cooking  ・Students make a presentation on Japanese cooking, incorporating essential information and creative style of delivery |
| **Working with others**  **・Developing good relationships and dealing with conflict**  **・Co-operating**  **・Respecting difference**  **・Learning with others**  **・Working with others through digital technology**  ・Students do a pair/group work together to improve their language skills and to encourage positive peer relationships  ・Students respect peers’ learning styles  ・Teacher and students interact and show respect to each other in class  ・Students develop better relationships by understanding their peers better through digital communication tools (video, SNS) |
| **Managing info & thinking**  **・Being curious**  **・Gathering, recording, organising and evaluating information and data**  **・Thinking creatively and critically**  **・Reflecting on and evaluating my learning**  **・Using digital technology to access, manage and share content**  ・Students search and organise information using digital tools  ・Students think critically about similarities and differences in  　food culture of Ireland and Japan  ・Students access to reliable WEB sites to retrieve information about Japanese cooking |
| **Managing myself**  **・Knowing myself**  **・Being able to reflect on my own learning**  **・Using digital technology to manage myself and my learning**  ・Students reflect on and analyse their strength and weakness in working in group  ・Students try to find the learning strategies which best suit them  ・Students reflect on their learning and record it on e-Portfolio |
| **Staying well**  **・Being healthy, physical and active**  **・Being responsible, safe and ethical in using digital technology**  **・Being positive about learning**  ・Students raise awareness of their eating habit and healthy diet  ・Students are responsible and safe when researching on the internet and posting to SNS  ・Students appreciate their own and other students’ achievement when presenting and demonstrating Japanese cooking |

1. **Classroom activities combining the 4 strands (examples)**

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| Students will:  ・Engage in conversations to express their taste in food and other things  ・Engage in conversation to talk about going to restaurants or other places  ・Engage in conversation to talk about what to order at a restaurant  ・Read menus  ・Read names of countries indicated on signboards in Katakana  ・Make a personal profile of what or whom they like  ・Discuss food culture of Japan and Ireland  ・Video record the role play of going to restaurant with a friend  ・Engage in role play of taking a Japanese friend to a restaurant or other places of their choice  ・Engage in mini-conversation using formulaic expressions  ・Demonstrate Japanese cooking  ・Make a presentation on Japanese cooking  ・Eat Japanese dishes using chopsticks  ・Fill in their journal and self-assessment check lists |

**Home study activities (examples)**

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| Students will:  ・Search information on the aspects of food culture of Japan and Ireland:    ・Learn some recipes from Japanese SNS  ・Make a poster on Japanese food  ・Cook a Japanese dish  ・Write a short comment to SNS in Japanese  ・Experiment with various learning strategies |

1. **Formative Assessment (Examples)**

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| ・Students recognise names of food and drink  ・Students read restaurants’ signboards  ・Students take part in mini-conversation (talking about what to order, ordering menu, accepting offer, declining offer, talking about going to a place of interest)  ・Students write a profile of their favourite things and/or people  ・Students discuss characteristics of food culture of Japan and those of Ireland  ・Students video record role play using a mobile phone  ・Students collaborate effectively in their group tasks  ・Students manage their learning by filling in the relevant section in their learning journal and self-assessment checklists |

1. **Key Language**

**Teacher classroom language**

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| **聞いてください／言ってください／もう一度／お願いします／はい、どうぞ／ありがとう／がんばって／いいですね／すごい／みなさん、いっしょに／はい／いいえ／（ああ、）そうですか／だいじょうぶ（ですか）？／協力してください／助けてあげてください／いいですか？** |

**Student language**

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| Listening, Speaking, Reading |
| 〜が一番好きです／～はおいしいです／〜はおいしくないです／〜はおいしいですか  〜はいいです／おもしろいです／すごいです  何がいいですか／〜がいいです／（すみません）AとB、お願いします／  おなかがすきました／おなかがすきましたね／のどがかわきました／のどがかわきましたね  いただきます／ごちそうさまでした／ごちそうさま  おいしそうですね  じゃ、行きましょう／じゃ、明日行きましょう  インド／タイ／スペイン／メキシコ／ロシア／韓国  アイリッシュ・シチュー／タンドーリチキン／グリーンカレー／パエリア／チリコンカーン／ボルシチ／キムチ  肉／魚／ポテト／じゃがいも／野菜／ハンバーガー／ピザ／ステーキ／フィッシュアンドチップス／パスタ／サラダ  レストラン／パブ／カフェ  スコーン／パンケーキ／サンドイッチ／チキンバーガー／  コーヒー／紅茶／お茶／日本茶／コーラ／オレンジジュース  はい、たぶん／すみません、よくわかりません／じゃ、AとBお願いします  すし／おすし／さしみ／唐揚げ／ラーメン／天ぷら／お好み焼き／味噌汁／おにぎり／抹茶アイス／  酒／お酒／ジュース／スムージー  いいです／だめです／よくないです  すみません、ちょっと…／もう少しどうぞ／あ、もう結構です  〜を紹介します／〜の材料は〇〇、〇〇、〇〇です。／～は何でもいいです／たとえば  I like ~ best./ ~ is tasty./ ~ is not tasty./ Is ~ tasty?  ~ is good/ interesting/ great.  What would you like?/ I’d like ~./ (Excuse me,) A and B, please.  I’m hungry./ We’re hungry, aren’t we?/ I’m thirsty./ We’re thirsty, aren’t we?  Thank you for the meal.(before eating)/ Thank you for the meal.(after eating)  It looks delicious.  OK, let’s go./ OK then, let’s go tomorrow.  India/ Thailand/ Spain/ Mexico/ Russia/ Korea  Irish stew/ tandoori chicken/ green curry/ paella/ chilli con carne/ borscht/ kimchi  beef/ fish/ potato/ vegetable/ hamburger/ pizza/ steak/ fish & chips/ pasta/ salad  restaurant/ pub/ café  scone/ pancake/ sandwich/ chicken burger  coffee/ black tea/ tea/ Japanese tea/ coke/ orange juice  Yes, perhaps/ Sorry, I’m not sure./ OK then, A and B, please  Sushi/ raw fish/ fried food/ ramen noodles/ deep-fried vegetable and fish/ miso soup/ rice ball/ green tea ice cream/ Japanese wine/ juice/ smoothie  Good/ No good  Sorry, but… (no thank you)/ Please have some more./ Well, I’ve had enough, thank you.  I’m going to present ~/ The ingredients of ~ are ~, ~, and ~./ For ~, anything will do./ for example |
| Writing |
| ○○が好きです。／～はおいしいです。／○○です。  I like ~./ ~ is tasty./ It’s ~. |

**F – Resources**

**Classroom use**

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| ・『Marugoto A1 かつどう』p.42,43 5.なにがすきですか（食べ物の写真）  ・『Nihongo Kantan』p.140（レストラン看板）  ・『Nihongo Kantan』 p.151 b.（食事の慣用句のイラスト）  ・『Nihongo Kantan』 p.156 文化コーナー　a.お米  ・<https://www.facebook.com/buzzfeedtastyjapan/>  ・Fake Food, Real Art: Crafting Display Delicacies  <https://www.youtube.com/watch?v=ghh_A3p4NPs>  ・『Marugoto A1 かつどう』p.46,47 6.どこでたべますか（食べ物の写真）  ・『Nihongo Kantan』 p.157 （はしの使い方のマナー）  ・File “JC SC Unit 4 メニュー”  ・File “JC SC Unit 4 レストラン看板”  ・File “JC SC Unit 4 料理” |

**Home study**

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| ＜Culture＞  ・7 Essential Japanese Table Manners: From Chopstick Slip to Double Dip  <https://gurunavi.com/en/japanfoodie/2015/07/table-manners.html?__ngt__=TT0c71466d4001ac1e4a0f0dvdwUsM7MeTo-36yEIcmNfg>  ・An introduction to Japanese food  <http://web-japan.org/kidsweb/cook/intro/intro01.html>  ・ Fast food shops “ Kaiten-zushi”, “stand-and-eat soba noodles and ramen”, “hamburger shop and coffee shop (Doughnut shop)” Marugoto Plus A1　Life and Culture List Life and Culture Topic 3 たべもの  <http://a1.marugotoweb.jp/life_and_culture.php?tp=3&movie=1>  ・「カフェ・お茶」ひろがる　もっといろんな日本と日本語  <https://hirogaru-nihongo.jp/cafe/>  ・「スイーツ」ひろがる　もっといろんな日本と日本語  <https://hirogaru-nihongo.jp/en/sweets/>  ・GReeeeN×LOVE ｜ 「ごはんは、」 60秒 （2014年度CM）　♪メシ I GOT IT ↑↑  <https://www.youtube.com/watch?v=wKFmC4BRpcQ>  ・－The five secrets of Japanese cuisine－（30秒）（英語）  <https://www.youtube.com/watch?v=SR2wzD8m_e8>  ・Gourmet Tokyo （3分35秒)　（英語）  <https://www.youtube.com/watch?v=CtuW-pQ6wHo&feature=youtu.be>  ・BEGIN Japanology Season 1 - EP19: Sushi （28分）（英語）  <https://www.youtube.com/watch?v=O69u8hlazhw>  ・手巻き寿司の作り方 、簡単、きれいに巻く方法  <https://www.youtube.com/watch?v=84RhAeio1ig>  ・How to Make Temakizushi☆手巻きずしの作り方  <https://www.youtube.com/watch?v=yVaRTtK2VcM>  ・Japanese food samples: Look so good you could eat them  　The Japan Times Sept. 20, 2016  <http://www.japantimes.co.jp/life/2016/09/20/food/japanese-food-samples-look-good-eat/#.WAnrRxszVlY> |

**Background resource**

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| ・The History of Japanese Rice  <http://www.tjf.or.jp/eng/content/japaneseculture/pdf/04sandra.pdf>  ・The 8,000-year history of Irish cuisine  <http://www.irishcentral.com/culture/food-drink/the-history-of-irish-cuisine-over-8000-years-old-and-hardly-any-potatoes>  ・Everyday Eating Customs in Ireland  <http://traveltips.usatoday.com/everyday-eating-customs-ireland-109252.html>  ・Irish Cook, Fiona Uyema, on Japanese Food Made Easy  <http://www.irishexaminer.com/lifestyle/foodanddrink/features/irish-cook-fiona-uyema-on-japanese-food-made-easy-355783.html>  ・Japanese cuisine  <https://en.wikipedia.org/wiki/Japanese_cuisine>  ・Irish cuisine  <https://en.wikipedia.org/wiki/Irish_cuisine> |

1. **Sample lessons breakdown**

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| **1** | ・Names of foods and drinks  ・Talk about favourite food and drink in a pair, using “I like ~”, “I like ~ very much”  ・Introduce “I like ~ best”, “~ is tasty”, “~ is not tasty”  ・Formal conversation ① (What kind of food/ drink do you like?, I like ~ very much, I like ~ best, ~ is tasty)  ・Discuss the taste of popular snacks and drinks in a group (Is ~ tasty?, ~ is tasty, ~ is not tasty),  and share the result in a class  ・Read names of foods of different countries and names of countries written in Katakana  ・Match the names of foods and names of countries  ・Talk about favourite ethnic foods in a pair (I like ~, it is tasty)  ・Think of three different things other than food and drink or persons you like. (Eg. sports, hobby, music, actors, musicians, etc.)  ・Introduce “~ is good”, “~ is interesting”, “~ is cool”  ・Talk with friends about what or whom you like. (I like ~ very much, ~ is interesting/ cool)  ・Make your profile about what or whom you like with your own design. Include at least three different things or persons and your comment about them.  ・Self-study: Research on Japanese people’s food culture: staple food, variety of food in Japan (Japanese food, Chinese food, Western food, and ethnic food), characteristics of Japanese food, etc. Compare them with those of Ireland. |
| **2** | ・Read the signboards of different restaurants (names of the restaurants, opening time, and closing time)  ・Information gap activity (In a group of 4-5 students, each student has a different restaurant information card. Ask questions and find out the opening time and closing time of different restaurants, and then fill in the task sheet.)  ・Read various restaurants’ menus. Consider the menus and the opening hours, and decide which restaurant you want to go.  ・Introduce how to discuss the order and place order “What would you like ?”, “I’d like ~”, and “A and B, please.”  ・Formal conversation　② (What would you like?, I’d like ~, ~is tasty, Excuse me, A and B, please.)  ・Introduce formulaic expressions (I’m hungry, We’ re hungry, aren’t we?, I’m thirsty, We’re thirsty, aren’t we?)  ・Practice talking about feeling hungry and thirsty (I’m hungry, We’re hungry, aren’t we?, Yes, we are, I’m thirsty, We’re thirsty, aren’t we?, Yes, we are.)  『Nihongo Kantan』 p.151 b.  ・Introduce formulaic expressions used before meal and after meal (Itadakimasu, Gochisoosama deshita) and how to appreciate tasty looking food (It looks tasty, Yes it does)  ・Discuss food culture in Japan and Ireland. National dishes, festivals and food, rice cultivation and its influence on Japanese people’s life, taste in food, etc.  『Nihongo Kantan』 p.156 文化コーナー　a.お米  ・Make a dialogue and do the role-play for the scenario of going to a restaurant with a friend. Video record the roleplay using mobile phone.  ・Self-study: Watch some recipes on “Tasty Japan”. Read katakana in the caption. Learn a recipe to share with friends.  <https://www.facebook.com/buzzfeedtastyjapan/> |
| **3** | ・Role play. A (Japanese) chooses three places to visit, and asks B (Irish friend) about opening time and closing time of the places. (From what time to what time is ~ open?)  A also asks the time and asks B to go together to the place.  Eg. St. Patrick’s Day Parade, The national Gallery of Ireland, Trinity College Old Library, General Post Office, Guiness Storehouse, Dublin Zoo, Pub, Yamamori Sushi  Eg. Dialogue:  A: Daburin doobutsuen wa nanji kara nanji made desu ka?  B: 9ji han kara 4ji made desu.  A: Soo desu ka. Ima nanji desu ka?  B: Ima 1ji desu.  A: Ja, ikimashoo./Ja, ashita ikimashoo.  ・Names of food (meat, fish, potato, vegetable, hamburger, pizza, steak, fish & chips, pasta, salad)  ・Role play. A asks B (a Japanese who has arrived in Ireland) what kind of food and places in Ireland he/she likes. Depending on B’s answer, A decides which restaurant or place to take B.  ・Make a menu of favourite eating place among fast food restaurant/pub/café, by writing items in katakana and hiragana  　(Eg. Fish & Chips, scone, pancake, sandwich, chicken burger, coffee, tea, coke, orange juice)  ・Role play. A (Irish) takes B (Japanese who has arrived in Ireland) to a restaurant in Ireland. B asks question to A, and A answers by explaining Irish menu. B decides what to order.)  　Eg. Dialogue:  A: B-san, koko wa ○○(name of restaurant) desu.  Hai, menyuu desu. Nani ga ii desu ka?  B: Sukoon wa oishii desu ka?  A: Hai, oishii desu.  B: Ii desu ne. Maccha rate wa oishii desu ka?  A: Hai, tabun./ Sumimasen, yoku wakarimasen.  B: Soo desu ka. Ja, sukoon to maccha rate, onegai shimasu.  ・Self-study: Research on Japanese dishes and cooking. Study the recipe of your favourite Japanese dish. Compare Japanese cooking and Irish cooking (ingredients, method of cooking, presentation, etc) |
| **4** | ・Names of Japanese dishes and drinks ((o)sushi, sashimi, karaage, raamen, tempura, okonomiyaki, misoshiru, onigiri, maccha aisu, ocha/nihoncha, (o)sake, juusu, sumuujii, etc)  ・Japanese table manner (how to use chop sticks) (Ii desu, dame desu/yokunai desu)  『Nihongo Kantan』 p.157  ・Practice how to accept and decline offer  ①Accepting  A: Doozo.  B: Arigatoo gozaimasu. Itadakimasu.  ②Declining 1  　　A: Doozo.  B: A, sumimasen. Chotto…  ③Declining 2  A: Moo sukoshi doozo.  B: A, moo kekkoo desu.  ・Talk in a group about favourite Japanese dish/drink (What do you like? I like ~)  ・Talk in a group about favourite Irish or any other dish/drink (What do you like? I like ~)  　Eg. Dialogue:  A: B-san wa nani ga suki desu ka?  B: (watashi/boku wa) Pasuta/ potato ryoori/ chikin ga suki desu.  ・Prepare for the group presentation in the next class  1. Discuss what dish to cook/present in Japanese and decide.　(What would you like?, I like ~.)  2. Name of the dish to be checked by teacher  3. Search ingredients and how to cook, using WEB sites  4. Fill in the task sheet  (Ingredients: in Japanese and English, Recipe: in concise English)  ・Self-study: In a group cook a dish to be presented in the next class, and prepare the presentation materials |
| **5** | ・Group presentation of Japanese cooking and tasting in a class  A group presentation should include:  1. demonstrate how to cook the Japanese dish they chose  2. explain how to cook  3. say what you like  Ex. Presentation “Temakizushi”:  ・Temakizushi o shookai shimasu.  ・“Temaki” wa eigo de “hand-roll” desu.  ・Temakizushi no zairyooo wa sushimeshi (rice cooked for sushi) to gu (filling) to nori (seaweed paper) desu.  ・Gu wa nandemo ii desu. Tatoeba, cucumber, cooked carrot, tuna, smoked salmon, tamagoyaki (rolled egg), ham, roast beef, etc.  　・Watashi/ boku wa ○○ ga suki desu.  ・(Show how to eat with gesture)  　　Nori desu. Gohan desu. Gu desu. Itadakimasu.  ・(Offer the audience to taste the dish)  　　Doozo.  In tasting, eat with chopsticks, and say “itadakimasu” and make comment such as “oishii desu”  or “sugoi desu” to express appreciation for the peers’ efforts.  ・Peer assessment (activities rubrics)  ・Reflection on ICA and LA – Journal filling  ・Self-study: Post a photo of the dish of presentation and comment to SNS such as Instagram, twitter, or Facebook. |