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

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| Year:  1 | Unit:  1 | Name:  Nice to Meet You | Duration:  4 weeks |

1. **Learning Outcomes per strand**

**Communicative Competence**

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| **Topics** | **Lang. skills** | **Can-do descriptors** |
| 1 | L | I can understand people greeting me formally or informally |
| 1 | L | I can understand people saying their name |
| 1 | L | I can understand people giving basic information about themselves including their age |
| 2 | L | I can understand people saying how they feel with the help of facial expression and gesture |
| 7 | L | I can understand people saying where they live when they speak slowly and clearly |
| 9 | L | I can understand people saying where they come from and their nationality |
| 1 | R | I can read typical names |
| 2 | R | I can use a bilingual dictionary |
| 9 | R | I can understand people’s places of origin and nationality |
| 9 | R | I can read maps of the world and countries |
| 1 | SI | I can greet people and respond to people greeting me |
| 1 | SI | I can ask for and give very basic information about family members including their age |
| 1 | SI | I can ask how they feel and tell them how I feel in basic language with the help of gestures |
| 2 | SI | I can ask people to repeat something, and I can repeat something for people |
| 3 | SI | I can ask for and give a telephone number |
| 7 | SI | I can ask people where they live and tell them where I live |
| 9 | SI | I can ask people about their nationality and place of origin and tell them mine |
| 1 | SP | I can say hello, goodbye and say my name |
| 1 | SP | I can give very basic information about myself including my age |
| 1 | SP | I can give very basic information about other people |
| 1 | SP | I can pronounce my name with Japanese accent |
| 2 | SP | I can say ‘Please ‘, ‘thank you’ and ‘you’re welcome’ |
| 2 | SP | I can say ‘I understand’, and ‘I don’t understand’ |
| 2 | SP | I can praise or encourage classmates (Ex, がんばって！) |
| 7 | SP | I can say where I live |
| 9 | SP | I can say nationality and where I come from |
| 1 | W | I can label pictures or names in a family tree (handwriting and typing) |
| 1 | W | I can write a few very basic sentences about myself (typing) |
| 9 | W | I can write where I come from and my nationality (in personal profile of correspondence) |

**Intercultural Awareness**

***Students will be able to****….*

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| Stereotypes, etc…  1.1, 1.2 | Key facts & features  2.1, 2.2 | People & daily life  3.1 | People from ……and I  4.1 |
| 1. Identify similarities and differences in terms of  * Folklore (Celtic mythology, Irish folktales, Japanese folktales, Irish fairies, “yookai”(Japanese monsters)) * Greeting rituals  1. Investigate links between the countries (‘Gulliver’s Travels’ and Japan, Lafcadio Hearn, Halloween, St. Patrick’s Day Parade in Japan, Experience Japan in Dublin, Japanese Speech Contest in Dublin and Cork, Japanese Societies of universities, Japanese anime & manga conventions, Japanese martial art clubs- Kendo, Judo, Aikido, Karate, Working holiday, JET Program) 2. Discuss opportunities to meet Japanese people, such as at Language Exchange held at Central Library in ILAC centre, Experience Japan, setting contacts with schools in Japan or Japanese schools in Ireland for skyping, emailing, texting or writing a letter. | | | |

**Language Awareness**

***Students will be able to****….*

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| Comparing with other lang:  1.1.1  1.2.1, 1.2.4, 1.2.5  1.3.1 | How it works (gram):  2.1, 2.4, 2.5, 2.7 | Enjoying & creating:  3.1.1 -3.1.4  3.2.1 | Lang. learning strategies:  4.1 |
| 1. Recognise some Katakana letters and sounds to describe English names (proper nouns). 2. Compare and contrast greetings and forms of address 3. Play word games (bingo, mix and match) 4. Sing a song （「あいうえおんがく」 5. Type 6. 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:  2.3 | Communicating:  3.3, 3.4 | Documenting learning:  4.1, 4.4 |
| 1. Source and investigate new information about Japan 2. Organise resources to manage learning 3. Use word processing tool to produce, edit, correct and improve my writing in Japanese 4. Record their voice on a mobile phone 5. Use digital tools for presenting or relaying information, receiving feedback from teachers and documenting and storing evidence of learning 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**  **・Using language**  **・Using number**  **・Using digital technology to communicate**  ・Students greet each other and introduce themselves  ・Students starts using numbers  0 - 19 through phone numbers and age  ・Students record voice mail message on a mobile phone | **Being creative**  **・Imagining**  **・Exploring options and alternatives**  ・Students try variations of situations, roles, communicative styles, etc. in role plays  ・Students explore number patterns and infer their rules  ・Students design name cards to represent their own image, character, etc. |
| **Working with others**  **・Developing good relationships and dealing with conflict**  **・Co-operating**  **・Respecting difference**  **・Learning with others**  ・Students do group work together to improve their language skills and to encourage positive peer relationships  ・Students respect peers’ learning styles  ・Teacher and students show respect to each other in class |
| **Managing info & thinking**  **・Being curious**  **・Thinking creatively and critically**  **・Gathering, recording, organising and evaluating information and data**   * **Reflecting on and evaluating my learning**   ・Students search and organise information using digital tools  ・Students record their reflection on their learning in an e-Portfolio.  ・Students think critically about similarities and differences in folktales of Ireland and Japan |
| **Managing myself**  **・Knowing myself**  **・Being able to reflect on my own learning**  **・Using digital technology to manage myself and my learning**  **・Students reflect on how their stereotypes changed by the end** of unit 0.  ・Students try to find the learning strategies which best suit them |
| **Staying well**  **・Being social**  **・Being responsible, safe and ethical in using digital technology**  **・Being healthy, physical and active**  **・Being confident**  **・Being positive about learning**  ・Students develop an awareness of diversity and global citizenship  ・Students are responsible and safe when researching on the internet  ・Students respect each other’s research ability  ・Students appreciate their own and other students’ achievement when presenting their name cards. |

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

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| Students will:  ・Engage in mini-conversations using greetings/ names  ・Play games on letters and numbers such as bingo, crossword, word search  ・Mix and match (pictures and words) on names of countries  ・Explore learning strategies  ・Discuss where to meet Japanese people  ・Practice language using websites [www.languageinitiative.ie](http://www.languageinitiative.ie),  <http://a1.marugotoweb.jp/>, http://a1.marugotoweb.jp/  ・Sing a son 「あいうえおんがく」on youtube  ・Fill in their journal and self-assessment checklists  ・Practice typing Japanese, using “romaji”(alphabet).  ・Present their Voki <http://www/voki.com/> |

**Home study activities (examples)**

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| Students will:  ・Search information on the following aspects of Japan and Ireland:  Geography, Folklore, Greeting rituals, Communication style,  Regional consciousness  ・Investigate links between Ireland and Japan by doing web-search on various aspects.  ・Type Japanese words and sentence  ・Experiment with various learning strategies  ・Play Crossword  ・Produce a Voki |

1. **Formative Assessment (Examples)**

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| ・Students take down spellings or telephone numbers accurately  ・Students recognise names of countries and sort them per continent  ・Students take part in mini-conversations (greetings, names, telephone numbers)  ・Students write their card name/label classroom objects  ・Students discuss similarities and differences between Japan, Ireland and/or their own country  ・Students explain their preferred language learning strategies  ・Students use ICT tools to investigate links between Ireland and Japan and present their group tasks  ・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** |

**Student language**

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| Listening, Speaking, Reading |
| はじめまして。／○○です。どうぞよろしく。／  お名前は？／アイルランド人です。／○○人です。／○年生です。／○才です。／何年生ですか。／何才ですか。／お家はどこですか。／携帯の番号は何番ですか。／○○です。（名前、住所、携帯番号等）／○○から来ました。／ああ、そうですか。／  （Ｎは）〜です。／〜ですか。／はい。／いいえ。／Ｎじゃありません。  数字（0〜19）  アイルランドの町の名前　ダブリン／コーク／ゴールウェイ／スライゴー  国の名前　アイルランド／日本／イギリス／フランス／ドイツ／スペイン／イタリア／ロシア／中国／ポーランド／ブルガリア／ポルトガル／ギリシャ／オランダ／オーストラリア／ブラジル／ラトビア／リトアニア／ルーマニア／エストニア  Nice to meet you./ I’m ~(name). Pleased to meet you./  What is your name? / I am Irish./ I am~(nationality)./ I’m in ~ grade./ I’m ~ years old./ What grade are you in?/ How old are you?/ Where is your house?(city)/ What is your mobile number?/ It’s ~. (name, address, mobile number)/ I’m from ~./ I see.(acknowledging the information)/  Noun(N) is ~./ Is N ~?/ Yes./ No./ N is not ~  Numbers(1- 19)  Names of cities in Ireland　Dublin/ Cork/ Galway/ Sligo  Names of countries Ireland/ Japan/ England/ France/ Germany/ Spain/ Italy/ Russia/ China/ Poland, Bulgaria, Portugal, Greece, Holland, Australia, Brazil, Latvia, Lithuania, Romania, Estonia |
| Writing |
| こんにちは。／○○です。／アイルランド人です。／○ねんせいです。／自分の町の名前（Eg. ダブリン、コーク等）／○さいです。／どうぞよろしく。  Hello./ I’m ~./ I’m Irish./ I’m in ~grade./ Name of my city/town (Eg. Dublin, Cork, etc.)/ I’m ~years old./ Pleased to meet you. |

**F – Resources**

**Classroom use**

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| ・https://www.erin.ne.jp/jp/lesson01/basic/index.html  　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐基本スキット　(for input)  ・『DVDで学ぶ日本語　エリンが挑戦！にほんごできます。Vol.1』（国際交流基金）p.7 “いろいろな使い方”(for input)  ・https://www.erin.ne.jp/jp/lesson01/explanation/index.html  　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐＜大切な表現＞いろいろな使い方　(for input)  ・『DVDで学ぶ日本語　エリンが挑戦！にほんごできます。Vol.1』（国際交流基金）p.13 - 15 “やってみよう”(for input)  ・　https://www.erin.ne.jp/jp/lesson01/letstry/index.html  　　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐［名刺交換］ (for input)  ・『まるごと　日本のことばと文化　入門A1かつどう』（国際交流基金）p.32　Listening 1 “どうぞよろしく” (for input)  ・『まるごと　日本のことばと文化　入門A1かつどう』（国際交流基金）p.35　Speaking 2 (for output)  ・MARUGOTO Plus Starter (A1) “Basic training”タイピング  <http://a1.marugotoweb.jp/basic_training.php?p=t>  ・Business Card Tutorial - Create Your Own - Photoshop  <https://www.youtube.com/watch?v=KrgRlNJIRTg>  ・GReeeeN - 「あいうえおんがく♬」PV (ジョンテ☆モーニング ソロヴァージョン）  <https://www.youtube.com/watch?v=OHQm-ay-Bt0&index=6&list=RDADqLniFy6ww>  ・GReeeeN - 「あいうえおんがく♬」PV (メインヴァージョン）  <https://www.youtube.com/watch?v=ADqLniFy6ww>  ・にほんごをまなぼう  <http://www.tokorozawa-stm.ed.jp/d_base/nihongo/html/english.html> |

**Home study**

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| ＜Language＞  ・https://www.erin.ne.jp/jp/lesson01/basic/index.html  　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐基本スキット　(for input)  ・『DVDで学ぶ日本語　エリンが挑戦！にほんごできます。Vol.1』（国際交流基金）p.7 “いろいろな使い方”(for input)  ・https://www.erin.ne.jp/jp/lesson01/explanation/index.html  　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐＜大切な表現＞いろいろな使い方　(for input)  ・MARUGOTO Plus Starter (A1) “Basic training” カタカナ  <http://a1.marugotoweb.jp/basic_training.php?p=kt>  ・MARUGOTO Plus Starter (A1) “Basic training” ひらがな  <http://a1.marugotoweb.jp/basic_training.php?p=h>  ・Katakana is cool: Designers take inspiration from Japan’s least popular writing system　(Rocket News 24, Nov. 20. 2014)  <http://en.rocketnews24.com/2014/11/20/katakana-is-cool-designers-take-inspiration-from-japans-least-popular-writing-system/>  ・Japanese from Zero!  <http://www.yesjapan.com/>  ゲーム、文法説明Eg.“Wa and Ga”.  ・Post-Primary Languages Initiative “Japanese Student” Homepage  <http://languagesinitiative.ie/languages/japanese/japanese-student>  ＜Culture＞  ・Lafcadio Hearn  <http://en.wikipedia.org/wiki/Lafcadio_Hearn>  ・Celebrating Lafcadio Hearn, Irish Times Aug 18, 2014  <http://www.irishtimes.com/culture/heritage/celebrating-lafcadio-hearn-1.1899523>  ・Lafcadio Hearn: ‘Japanese Thru and Tru’　The Japan Times Sep 20, 2014  <http://www.japantimes.co.jp/life/2014/09/20/lifestyle/lafcadio-hearn-japanese-thru-tru/>  ・Japan GAA  <http://www.japangaa.org/>  ・Experience Japan  <http://experiencejapan.ie/w/?page_id=219> |

**Background resource**

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| ＜Language＞  ・Post-Primary Languages Initiative “Japanese Teachers” Homepage  <http://languagesinitiative.ie/languages/japanese>  ＜Popular names in Japan＞  ・赤ちゃんの名前年別ランキング  <http://www.tonsuke.com/nebin.html>  ・たまひよnet 2012年名前ランキング  <http://women.benesse.ne.jp/event/hakase/rank2012/>  ＜Language Exchange＞  ・Dublin City Council Conversation Exchange Info  <http://dublincity.ie/main-menu-services-recreation-culture-dublin-city-public-libraries-and-archive-events/conversation>  Tel. 01 8691414 for further details.  [**Central Library, ILAC Centre**](http://dublincity.ie/main-menu-services-recreation-culture-dublin-city-public-libraries-and-archive-locations-hours-2)  ・Japanese/English Conversation Exchange: Saturdays, 12.30 - 2pm  Tel. 01 8734333 for further details.  ＜アイルランドと日本の関係・接点＞  ・ケルトと日本の民話の比較  <http://www.intl.hiroshima-cu.ac.jp/~hikeda/thesis-hanno-japanese/chapter1.htm>  オシーン伝説（ティル・ナ・ノーグ（常若の国）の話）と浦島太郎伝説の比較と相似点。  ・怪異・妖怪データベース  <http://www.nichibun.ac.jp/YoukaiGazouMenu/column.html>  ・e-Pals  <http://www.epals.com/find-classroom.php#age_range=0&collaboration=0&country=&language=0&num_students=0&p=1&region=&search_text>= |

1. **Sample lessons breakdown**

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| **1** | ・Introduce “Nice to meet you” through listening tasks, using the following resources:  ・『まるごと　日本のことばと文化　入門A1かつどう』（国際交流基金）p.32　Listening 1 “どうぞよろしく” (for input)  ・https://www.erin.ne.jp/jp/lesson01/basic/index.html  　“WEB版エリンが挑戦！にほんごできます。Vol.1”第1課　はじめてのあいさつ‐教室‐基本スキット　(for input)  ・Formal conversation ①(Hello, my name is, what is your name, please to meet you)  ・Bowing when saying “Pleased to meet you”  ・Discuss opportunities to meet Japanese people  ・Formal conversation ② (I’m ~ years old, I’m in ~ grade, How old are you?, What grade are you in?)  ・Write sentences about oneself (I’m ~, I’m ~years old)  ・Numbers: 0 -19  ・Reading exercise (Numbers)  ・Self-study: try out some learning strategies and explore the websites <http://a1.marugotoweb.jp/> and <https://www.erin.ne.jp/jp/> (video on greetings).  Pay attention to the body language such as bowing and nodding or facial expressions. |
| **2** | ・Formal conversation ① ② learnt in the 11st lesson revision  ・Formal conversation ③(Where is your house?, It’s ~, I’m from ~, I see)  ・Nodding when chiming to the other  ・Bingo game (numbers)  ・Listen to the song “あいうえおんがく”  ・Names of Irish cities (Dublin, Cork, Galway, Sligo)  ・Write the name of one’s own country and town  ・Names of countries (Ireland, Japan, England, France, Germany, Spain, Italy, Russia, China,) and place them on the map, <http://a1.marugotoweb.jp/>  ・Discuss learning strategies and planning new ones  ・Self-study: ①Label name in a family tree ②Explore links between Japan and Ireland - What kind of Japan related cultural activities are there in Ireland and vice versa? Famous figures who have cultural links between two countries. Economic links. ) |
| **3** | ・Names of countries (Portugal, Greece, Holland, Australia, Brazil, Latvia, Lithuania, Romania, Estonia)  ・Chinese whispers game (names of countries)  ・Nationality (Eg. Irish, I’m Irish)  ・Formal conversation ④ (asking and giving mobile number)  ・Label the countries on the world map  ・Formal conversation using language learnt in ①②③ (talking with someone whom one meets for the first time.)  ・Compare and contrast Irish and Japanese folklores (Irish fairies and Japanese yookai, mythologies, folk tales)  ・Discuss findings on links between Japan and Ireland  ・Self-study: revision of the katakana alphabet and numbers 1-19 on <http://a1.marugotoweb.jp/> |
| **4** | ・Read exercises on word (by categories – fruit, sports, matching countries with capital cities)  \*mainly katakana words  ・Name spelling reading and writing(Non-Japanese names written in katakana)  ・How to type names on the keyboard using the roman alphabet (Revision of Unit 0)  ・Create name cards of your own design  ・Present name cards in class  ・Peer assessment (activities rubrics)  ・Reflection on ICA and LA – Journal filling  ・Self-study: “Leaving a voicemail” – voice recording on a mobile phone (greeting, name, mobile number, thank you, good bye) |