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

|  |  |  |  |
| --- | --- | --- | --- |
| Year:1 | Unit: 2 | Name: I like “Naruto” ! | Duration: 5 weeks |

1. **Learning Outcomes per strand**

**Communicative Competence**

|  |  |  |
| --- | --- | --- |
| **Topics** | **Lang. skills** | **Can-do descriptors** |
| 1 | L | I can understand saying their name |
| 1 | L | I can understand people giving basic information about themselves including their age |
| 1 | L | I can understand people talking about their family when they speak slowly and clearly |
| 3 | L | I can understand and take down numbers up to 10 |
| 3 | L | I can understand someone giving me basic information which includes numbers |
| 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 mentioning their hobbies or past-times |
| 5 | L | I can understand people saying what 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 |
| 1 | R | I can read typical names |
| 2 | R | I can use a bilingual dictionary |
| 5 | R | I can read a personal profile about a person’s favourite people / things / activities |
| 2 | SI | I can ask people how to say a word and I can tell them how to say a word |
| 2 | SI | I can ask people what a word means in English and I can tell them what a word means |
| 3 | SI | I can ask for and give a telephone number |
| 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 how much they like or dislike something and tell them about mine |
| 5 | SI | I can ask people what their favourite people / things / activities / animals… |
| 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 apologise |
| 3 | SP | I can count up to 10 |
| 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 |
| 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 fill in my favourite people / things / activities / animals…in a personal profile |

**Intercultural Awareness**

***Students will be able to****….*

|  |  |  |  |
| --- | --- | --- | --- |
| Stereotypes, etc… | Key facts & features2.1 | People & daily life3.1, 3.2 | People from ……and I |
| 1. Identify similarities and differences in terms of

-Popularity of manga and anime -Current situation of manga/anima business1. Identify similarities and differences in terms of

-Teenagers’ favourite activities -After school extra-curricular activities-Teenagers’ favourite food |

**Language Awareness**

***Students will be able to****….*

|  |  |  |  |
| --- | --- | --- | --- |
| Comparing with other lang:1.1.1, 1.1.12, 1.1.211.2.1, 1.2.4, 1.2.61.3.1, 1.3.4, 1.4.4, 1.4.6, 1.4.7 | How it works (gram):2.1, 2.4, 2.5, 2.7 | Enjoying & creating:3.1.1, 3.1.2 | Lang. learning strategies:4.1 |
| 1. Recognise different types of sentences such as affirmative, negative, declarative and interrogative
2. Compare and contrast the structures of a sentence
3. Compare and contrast Japanese onomatopoeic expressions and English equivalents
4. Write SMS
5. Identify their preferred language learning strategies
 |

**Digital Literacy**

***Students will be able to****….*

|  |  |  |  |
| --- | --- | --- | --- |
| Accessing resources &:1.1, 1.2, 1.3 | Expressing oneself:2.1, 2.4 | Communicating:3.2 | Documenting learning:4.1, 4.4 |
| 1. Source and investigate new information about Japan
2. Organise resources to manage learning
3. Use mobile phone to create a self-introduction video
4. Use mobile phone to write SMS in Japanese (romaji)
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**

|  |  |
| --- | --- |
| **Communicating****・Listening and expressing myself****・Performing and presenting****・Using language****・Using number****・Using digital technology to communicate**・Students talk each other about their family and what they like・Students write and send SMS and reply・Students use numbers through phone numbers, age, number of family members, siblings and pet | **Being creative****・Imagining** **・Exploring options and alternatives****・Stimulating creativity using digital technology**・Students try variations of situations, roles, communicative styles, etc. in interviews and role plays・Students explore Japanese onomatopoeia and infer the characteristics of Japanese onomatopoeia・Students create personal profile and self-introduction video to represent their own image, characters, etc. |
| **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 or 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, sms) |
| **Managing info & thinking** **・Being curious****・Gathering, recording, organising and evaluating information and data****・Thinking creatively and critically****・Reflecting on and evaluating my learning**・Students search and organise information using digital tools・Students think critically about similarities and differences in 　teenagers’ afterschool activities as well as manga and anime  culture of Ireland and Japan・Students record their reflection on their learning in an e-Portfolio. |
| **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 own personalities to have a better understanding of themselves・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 confident****・Being responsible, safe and ethical in using digital technology****・Being positive about learning**・Students raise awareness of their own personalities and self-esteem・Students are responsible and safe when researching on the internet・Students appreciate their own and other students’ achievement when presenting their self-introduction video. |

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

|  |
| --- |
| Students will:・Engage in conversations using expressions to describe what they like and don’t like・Play games on letters, words, and numbers such as bingo, battleship, crossword, word search ・Mix and match (pictures and words) on names of food, drink, and sports・Read a personal profile of famous people・Take notes of telephone numbers・Discuss the genres of Japanese manga/anime・Write and read SMS in Japanese using “romaji”(alphabet)・Play game of onomatopoeia using the website <http://anime-manga.jp/>・Make a personal profile・Create a self-introduction video・Present a self-introduction video・Fill in their journal and self-assessment check lists |

**Home study activities (examples)**

|  |
| --- |
| Students will:・Search information on the following aspects of Japan and Ireland:Manga/Anime culture in a society Manga/Anime industry・Investigate common extra-curricular activities of Japanese junior-high school students・Type Japanese words and sentence・Experiment with various learning strategies・Read manga and anime using the website <http://anime-manga.jp/> |

1. **Formative Assessment (Examples)**

|  |
| --- |
| ・Students take down numbers of family members accurately・Students take part in mini-conversations (likes, dislikes, what is ~in Japanese)・Students discuss similarities and differences of manga/anime culture between Japan and Ireland or other countries・Students write personal profile of their own and famous people・Students use ICT tools to create and present self-introduction video・Students cooperate with peers in a group in their video making・Students manage their learning by filling in the relevant section in their learning journal and self-assessment checklists |

1. **Key Language**

**Teacher classroom language**

|  |
| --- |
| **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** |

 **Student language**

|  |
| --- |
| Listening, Speaking, Reading |
| 〜人家族です。／〜人兄弟です。／一人っ子です。／（兄弟／ペット）がいます。／（兄弟／ペット）がいません。／（兄弟／ペット）の名前は〇〇です。／AとBがいます。私／ぼく／（私／ぼくは）○○が好きです。／○○が大好きです。／○○が好きじゃありません。／ＡとＢ／～も／○○も好きです。／　私／ぼくも○○が好きです。／○○が好きですか。／はい、好きです／大好きです。／いいえ、好きじゃありません。／どんな〜が好きですか。／だれが好きですか。／○○がたくさんあります。／そうですか。／いいですね。（すみません）〜は日本語で何ですか。／〜は日本語で○○です。／～は英語で何ですか。／～は英語で○○です。／わかりました。ありがとう。／すみません、もう一度お願いします。／いいえ、どういたしまして。父／母／兄／姉／弟／妹／お父さん／お母さん／お兄さん／お姉さん／弟さん／妹さん食べ物／飲み物／スポーツ／音楽／本／テレビ／映画／マンガ／アニメ／動物／／コンピューターWe are family of ~./ I have ~siblings./ I am an only child./ I have ~(siblings/pet)./ I don’t have ~ (siblings/pet)./ ~(siblings/pet)’s name is ~./ There are A and B.I/ I(male, informal)/ I like ~./ I like ~ very much./ I don’t like ~./ A and B/ also ~/ I like ~, too./ I like ~, too./ Do you like ~?/ Yes, I like ~/like ~ very much./ No, I don’t like ~./ What kind of ~ do you like?/ Who do you like?/ I have many ~./ Do you?/ That’s nice.(Excuse me,) what is ~ in Japanese?/ ~ is ~ in Japanese./ What is ~ in English?/ ~ is ~ in English./ I see. Thank you./ Excuse me, would you please say it again?/ That’s alright.(my) father/ (my) mother/ (my) older brother/ (my) older sister/ (my) younger brother/ (my) younger sister/ (your) father/ (your) mother/ (your) older brother/ (your) older sister/ (your) younger brother/ (your) younger sisterFood/ drink/ sport/ music/ book/ TV/ movie/ manga/ anime/ animal/ computer |
| Writing |
| ○○が好きです。／○人かぞくです。／○○がいます。／○○のなまえは〇〇です。I like ~./ We are family of ~./ I have ~./ My (sibling/pet)’s name is ~. |

 **F – Resources**

**Classroom use**

|  |
| --- |
| ・『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.36, 37　・“Nihongo Kantan”p. 78・Japanese Self-Introduction (Class Project) Animated<https://www.youtube.com/watch?v=idFelRVOzSI>・私の自己紹介です My Japanese Self-Introduction　　イギリス人、２３歳<https://www.youtube.com/watch?v=uE0cr-iF3hY>・Jikoshokai<https://www.youtube.com/watch?v=MO0RrQk-H8Y>・好きなもの（本、音楽、映画）Marugoto Plus A1 Vocabulry Topic 6 -1 好きな映画、音楽、本<http://a1.marugotoweb.jp/vocabulary.php?tp=6-1> |

**Home study**

|  |
| --- |
| ＜Language＞・アニメ・マンガの日本語　Japanese in Anime & Manga<http://anime-manga.jp/>[http://www.anime-manga.jp/Scene/Samurai/#](http://www.anime-manga.jp/Scene/Samurai/)・ひろがる　もっといろんな日本と日本語「アニメ・マンガ」<https://hirogaru-nihongo.jp/en/anime/>・[15 Fun-to-Say Japanese Onomatopoeias (with audio)](http://takelessons.com/blog/japanese-onomatopoeia-z05) <http://takelessons.com/blog/japanese-onomatopoeia-z05>・Japanese Onomatopoeia: The Guide – Tofugu<https://www.tofugu.com/japanese/japanese-onomatopoeia/>・Waku Waku Japanese - Lesson 44: Fun Onomatopoeia<http://www.japansociety.org/webcast/waku-waku-japanese-lesson-44-fun-onomatopoeia>＜Culture＞・The Beginnings of Anime and Manga<http://www.umich.edu/~anime/info_animehistory.html>・「ソング・オブ・ザ・シー 海のうた」予告編<https://www.youtube.com/watch?v=MLXDgs22uqw> |

**Background resource**

|  |
| --- |
| ＜中学生・高校生の好きなもの＞・中学生に人気のスポーツランキングベスト10！<http://sports-ranking.net/archives/41.html>・Rの法則-NHKオンライン　高校生が好きな食べ物<https://www.nhk.or.jp/rhousoku/backnumber/110608.html>＜日本のアニメ・マンガ＞・Manga<https://en.wikipedia.org/wiki/Manga>・Chōjū-jinbutsu-giga<https://en.wikipedia.org/wiki/Ch%C5%8Dj%C5%AB-jinbutsu-giga>・The official site of Ghibli Museum, Mitaka in Japan<http://www.ghibli-museum.jp/en/>＜アイルランドのアニメーション＞・Overview of History of Irish Animation- Irish Film Institute<http://www.ifi.ie/wp-content/uploads/Overview-of-History-of-Irish-Animation-Copy.pdf> |

1. **Sample lessons breakdown**

|  |  |
| --- | --- |
| **1**  | ・Introduce “There are 〜members in my family” 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.36, 37　Photos of familes・Introduce “We are 〜siblings”, “I’m the only child”, “We have a pet” and “We don’t have a pet”・Talk about the number of family members and pet in a group　When a student says the number of family members, siblings and pets, the other students show the number by fingers or write down the numbers in a task sheet　 After all the students talked in a group, they check if there are some students who have the same number of family members, sibling or pets・Introduce “I like ~”, “I like ~ very much” and “I don’t like ~” using photos or picture of different categories of things such as food, drink, sports, music, people, animal, etc.・Talk about what or who they like or don’t like in a pair ・Introduce “Do you like ~?”, “Yes, I like ~”, “Yes, I like ~ very much” and “No, I don’t like ~”.・Formal conversation ① (Do you like ~?, Yes, I like ~, Yes, I like ~ very much, NO, I don’t like ~ )・Introduce “What kind of ~ do you like?” ・Formal conversation ② (What kind of ~ do you like ~?, I like ~, I like ~ very much, I like ~, too, I also like ~.)・Self-study: read some manga at the website <http://anime-manga.jp/> and do the following:-Identify what type of manga they like-Identify some interesting onomatopoeic expressions used in manga |
| **2** | ・Formal conversation ① ② learnt in the 11st lesson revision・Discuss their favourite type of manga ・Introduce “What is ~ in Japanese?” , “It is ~ in Japanese”, “What is ~ in English?” and  “It is ~ in English”.・Formal conversation ③ (Excuse me, what is ~ in Japanese?, It is ~ in Japanese, I see, thank you, Excuse me, would you please say it again?, you’re welcome) ・Play game of Japanese onomatopoeia in a group Each student gives quizzes of the meaning of their favourite onomatopoeic expressions to other students. A quiz presenter gives a multiple choice of answer.・Listen to the brief introduction of a family of the teacher (real/fiction), using family photo・Watch videos of self-introduction on youtube.  <https://www.youtube.com/watch?v=MO0RrQk-H8Y>Scan the personal information about what the person likes. ・Self-study: ①Play the game of onomatopoeia at the website <http://anime-manga.jp/>②Search the information about the popularity of manga/anime in Japan and manga/anime business in Japan as well as those in Ireland. Investigate a brief background on how Japanese manga/anime was introduced to the other countries. |
| **3** | ・Names of favourite things (food, drink, sports, music, etc)・Play a game of battleship (I like ~)・Play a buzz of numbers (0-19) (Revision of numbers learnt at Unit 1)・Formal conversation ④ (Interview) (“How many people are there in your family?” “How many siblings are yours?”・Formal conversation ⑤ (Interview) (asking what type of food/sport they like, asking and answering the meaning of the new word in Japanese and English if necessary) Eg. A: John san, hon ga suki desu ka? B: Hai, suki desu. A: Donna hon ga suki desu ka? B: Fantasy ga suki desu. Fantasy no hon ga takusan arimasu. A: Soo desu ka. Ii desu ne.・Practice typing a text in romaji for SMS・Write SMS to another student (I like ~. Do you like ~?, What kind of ~ do you like?) and send them・Discuss the result of search about manga/anime culture in Japan and abroad including Ireland・Self-study: Write the reply SMS to another student |
| **4** | ・Read personal profiles of Sazae-san’s family (Information gap reading) \*Simplify the texts given on p.78 in Nihongo Kantan.・Create personal profile of your own design (Handwriting, Name, 3 favourite things/person, thing that you don’t like, your favourite kanji and the meaning in English)・Present personal profiles in class・Self-study: Explore profiles of a famous Japanese or Irish person of your interest Eg. musician, actor, sport player, writer, anime character, historical figure, legendary character, etc. |
| **5** | ・Create self-introduction video (Name, age, grade, where you are from, where you live, number of family members, siblings and pet, name of your pet, your favourite things/person, what you don’t like, etc.) Plan the content, write the script, practice speaking, recording by mobile phone Students help each other in a group・Present self-introduction video in class・Peer assessment (activities rubrics)・Reflection on ICA and LA – Journal filling・Self-study: Write SMS to a friend to comment on or ask questions about his/her presentation of self-introduction video. Reply to a friend’s SMS. |