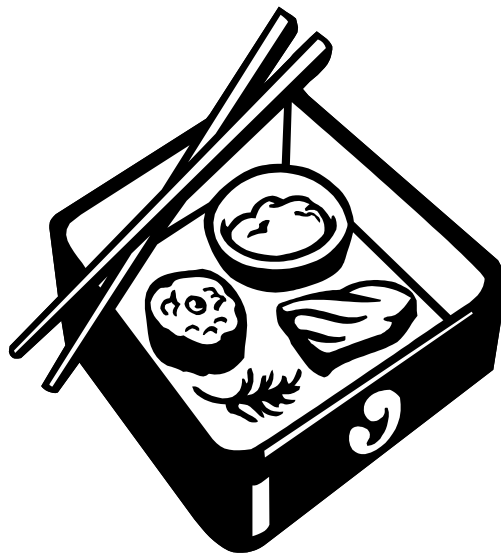


PUTTING ON A DO”

Field: Personal and Community Life

Module: Community Celebrations



Compiled by: Shannon Mason 2002

"PUTTING ON A DO" UNIT OVERVIEW

FIELD: Personal and Community Life
MODULE: Community Celebrations

<p>Major Task (Synthesising Task) Students prepare for and run a Japanese restaurant (100% TL use with students given expert role to assist invited guests)</p> <p>Other Tasks Design menus Welcome guests to restaurant, order from menus, write down orders, and model appropriate language and behaviour for guests</p>	
<p>Language Features Greeting and leave taking welcoming expressing and asking about likes, dislikes requesting goods and services offering and receiving things giving, responding to instructions asking for repetition</p>	<p>Process Skills and Strategies Recognize roles and relationships in participants and respond appropriately Use graphic features to help with meaning Initiate and end conversations Use gestures, mime, facial expression to convey meaning Cooperate with peers to complete tasks Take risks</p>
<p>Socio-Cultural Understanding Knowledge of Japanese food: traditional and popular dishes, obento, sushi bars, school lunches, plastic food in restaurant windows Etiquette and procedures when eating: using chopsticks, saying itadakimasu, gochisou sama deshita, kanpai Currency: comparing prices of items in Japan and Australia, using ¥, exchange rate</p>	
<p>Cross-Curricular Priorities Numeracy: calculating costs, change, and exchange rates Literacy: deconstruction/construction of genre - menu Lifeskills: negotiation of meaning, socialisation</p>	
<p>Assessment Speaking: role-play (observation), use of language during major task(anecdotal/checklist) Listening: role-play (incidental notes), immersion activity (observation) Reading: in class tasks (Focused Analysis, observation) Writing: group composed invitations and menu (anecdotal notes, checklist)</p>	

Resources

<p>Books/Cds</p> <p>Japanese cooking in the classroom 1,2,3 utaimashou</p>	<p>Flashcards/Posters</p> <p>Food Flashcards Shopping cards with prices Japanese dishes flashcards Poster: cooking staples</p>
<p>Technology</p> <p>CD player Overhead projector</p>	<p>Other</p> <p>Texts for deconstruction: menu, invitation Ingredients and utensils for restaurant Restaurant phrases class chart</p>
<p>Worksheets</p> <p>Numbers 9 to 999 Different customs (OHT) Writing a role-play (OHT) Japanese dishes Information gap Interview with a fugu chef</p>	
<p>Realia</p> <p>Japanese money (real and play set) Japanese and Australian supermarket catalogues Fast food tray mats and coupons from Japan Plastic food Clothing items for role-play Chopsticks (disposable) Photos of supermarkets and restaurants Other food-related realia</p> <p>Items to build atmosphere in 'restaurant': tablecloths, table numbers, posters</p>	

Features and Process Skills and Strategies

Language Features	Process Skills and Strategies
<p style="text-align: center;">Socialising</p> <ul style="list-style-type: none"> ▪ Greeting and leave taking ▪ Introducing ▪ Expressing thanks and gratitude ▪ Apologising and excusing ▪ Congratulating, complimenting, praising ▪ Expressing sympathy and regret ▪ Asking and giving permission ▪ Attracting attention ▪ Making arrangements ▪ Offering and responding to invitations and suggestions ▪ Welcoming <p style="text-align: center;">Exchanging information</p> <ul style="list-style-type: none"> ▪ Identifying and asking about people, places and things ▪ Describing people, places and things ▪ Identifying and asking when ▪ Expressing probability and improbability ▪ Expressing and asking about likes and dislikes ▪ Expressing and asking about wants, wishes and intentions ▪ Expressing and asking about needs ▪ Asking for and giving directions and locations ▪ Identifying and asking about situations, activities and events ▪ Describing situations, activities and events ▪ Describing and asking about routines, habits and procedures ▪ Requesting goods and services ▪ Offering and receiving things ▪ Expressing possession ▪ Giving and responding to instructions ▪ Comparing ▪ Expressing possibility and impossibility ▪ Expressing obligation and duty ▪ Expressing ability or inability ▪ Affirming or negating statements <p style="text-align: center;">Feelings, opinions and attitudes</p> <ul style="list-style-type: none"> ▪ Expressing feelings ▪ Expressing hope ▪ Reacting with joy, anger, surprise, excitement ▪ Expressing approval, agreement and disagreement ▪ Expressing interest or a lack of interest ▪ Complaining ▪ Giving reasons ▪ Expressing opinions <p style="text-align: center;">Negotiating meaning</p> <ul style="list-style-type: none"> ▪ Asking for repetition ▪ Asking for assistance ▪ Expressing understanding and lack of understanding ▪ Asking for and giving confirmation ▪ Asking how to say, write and pronounce 	<p style="text-align: center;">Communication</p> <p>General skills and strategies that apply to both comprehending and composing</p> <ul style="list-style-type: none"> ▪ Plan for a language task, rehearse ▪ Use information in a text to guess the meaning of new items and to predict what is coming; confirm or reject predictions ▪ Recognise and use formulas and patterns ▪ Recognise roles and relationships in participants and respond appropriately ▪ Make links in text with cohesion, i.e. through use of pronouns, ellipsis, repetition, related words, substitutions and conjunctions. ▪ Identify and apply text features ▪ Make decisions about how best to meet the communicative demands of particular situations; identifying the demands, selecting and organising information to meet the demands, considering alternatives and evaluating the effectiveness of the solution ▪ Analyse and judge the content of texts, e.g. identify attitudes and recognise validity, fact versus opinion, bias ▪ Use information in texts in critical and creative ways <p style="text-align: center;">Comprehending</p> <p>Listening</p> <ul style="list-style-type: none"> ▪ Identify main ideas and supporting detail ▪ Interpret speakers attitude, e.g. through stress, intonation and body language ▪ Interpret gestures and facial expressions ▪ Identify idiom and colloquial language use <p>Reading</p> <ul style="list-style-type: none"> ▪ Identify main ideas and supporting detail ▪ Locate information – use index, table of contents, headings, tables, pictures ▪ Use graphic features (headings, pictures, layout) to help with meaning ▪ Use semantic, syntactic and grapho-phonetic cueing systems ▪ Skim for overall text features and register ▪ Scan for specific information <p style="text-align: center;">Composing</p> <p>Speaking</p> <ul style="list-style-type: none"> ▪ Plan what to say ▪ Initiate and end conversations ▪ Control pitch, intonation and rhythm ▪ Pronounce clearly and accurately ▪ Pause to self-correct <p>Writing</p> <ul style="list-style-type: none"> ▪ Plan what to write ▪ Use appropriate script and write characters accurately ▪ Use appropriate punctuation ▪ Sequence material logically ▪ Draft and redraft, edit and proofread <p style="text-align: center;">Compensation Strategies</p> <p>To overcome deficiencies in their language repertoires as they try to maintain the flow of communication</p> <ul style="list-style-type: none"> ▪ Adjust or approximate the message ▪ Avoid or change a topic ▪ Use gestures, mime, facial expression to convey meaning ▪ Use knowledge of word structures to create words ▪ Use circumlocution ▪ Guesses intelligently and asks for help <p><i>Social-affective skills and strategies</i></p> <p>To manage and maintain interaction</p> <ul style="list-style-type: none"> ▪ Ask for repetition, paraphrasing, clarification or verification ▪ Cooperate with peers to solve problems, complete learning tasks or model language tasks ▪ Negotiate with teacher and peers ▪ Take risks

LOTE Term Overview

Module: Community Celebrations
Field: Personal and community life
Year Level/s: 6, 7

Unit: Putting in a do
Band: Upper Primary
Term: 3, 2002

Week	Lesson 1 (45 mins)	Lesson 2 (45 mins)
1	<p>-Introduce new unit: learning experiences and major task. -Introduce new vocab: 9 food items -show flashcards. Model language. Students repeat discuss etymology of words if possible (e.g banana borrowed from English, tamagochi (game) is taken from tamago meaning egg, deduce meaning of 'tama' from tamago and tamanegi) -place cards on blackboard and number 1-9. play vocab numbers -play hidden vocab -Revise numbers 1 to 10. student modelled -Revise/intro numbers 11 to 99 using 'counting' worksheet</p> <p>Resources:</p> <p>Vocab flashcards Counting worksheet</p>	<p>-Discuss currency of Japan. Show real money. -Write ways to express cost, ie 200円 or Y200 -Immersion activity. Use price cards to ask questions such as 'これは何ですか and いくらですか。 (see website 'immersion activities') -Class discussion to deduce meaning of the language used. -Create human sentence for いくらですか。 (see website 'human sentence') -Students write sentence patten into Japanese books.</p> <p>Resources:</p> <p>Japanese Money Price cards (bright pieces of paper with food pictures cut from catalogue, and price written in yen in large letters Human sentence cards</p>
2	<p>-Revise asking and answering questions about price, through a game of hachi pachi (see website 'hachi pachi') -Form focus of 200円です。 Through group discussion -Human sentence -Copy sentence pattern</p> <p>Resources:</p> <p>Small price cards for hachi pachi Human sentence cards</p>	<p>-Immersion activity -Model supermarket scenario with one student at a time deducing meaning これをください。これとこれをください。 (See website immersion activity example) -Discuss process skills and language functions used by teacher and student.</p> <p>Resources:</p> <p>Empty food packages with prices Food price cards Name badges Money sets</p>

Week	Lesson 1	Lesson 2
3	<ul style="list-style-type: none"> -Revise three sentence patterns through spoken modelling -One student to front of room, reverse previous role play, with teacher (or another student) as shopkeeper. -Read through OHT 'Writing a role-play' Discuss strategies when planning to write. -Students create their own role-plays of a shopping scenario -Students present role-plays to class. <p>Resources:</p> <p>OHP OHT -Writing a role play</p>	<ul style="list-style-type: none"> -Write five or so words in hiragana for students to read and write answers, すし、さむらい、みつびし、ひらがな、ふぐ Go through answers. -Ask students what the last word is. Relate to an episode of the Simpsons when Homer ate fugu. -Read through OHT 'Interview with a fugu chef'. -Open discussion of foods students have eaten/heard of, which may sound strange to us. -Colour and cut template of fugu to decorate Japanese room/classroom. <p>Resources:</p> <p>OHP, OHT 'Interview with a fugu chef</p>
4	<ul style="list-style-type: none"> -Read names of Japanese dished and label -Write short sentences on each and show related realia -Model language orally using the following pattern: すし・すしはいくらですか・すしをください <p>Resources:</p> <p>Worksheet –Japanese dishes Poster – Japanese meals Food realia (posters, brochures, plastic food)</p>	<ul style="list-style-type: none"> -Discuss sociocultural elements of eating, the explicit and implicit rules. -Read OHT おはし and copy rules -Students practice pattern for asking by asking for chopsticks -Give students disposable chopsticks and practice picking up certain items. – -Have a jelly bean race to practice <p>Resources:</p> <p>OHP, OHT –おはし Chopsticks Jelly beans</p>
5	<ul style="list-style-type: none"> -Introduce special terms – いただきます, ごちそうさまでした。 -Introduce special terms used in a restaurant setting いっらしやいませ、どうぞ、すみません、かしこまりました、かんぱい -Bingo to reinforce listening skills and numbers from 99 to 999 <p>Resources:</p> <p>Bingo boards / rewards for bingo</p>	<ul style="list-style-type: none"> -Revision quiz. Vocabulary -Students take sentences from a jumbled up script, and put them in correct order. -Begin competition to name the Japanese Restaurant. Winner receives a box of Japanese lollies, snacks and ingredients. <p>Resources:</p> <p>Role play sequence cards</p>

Week	Lesson 1	Lesson 2
6	<ul style="list-style-type: none"> -Introduce restaurant phrases chart to be placed in each classroom. -Revision –food (flashcards, around the world) <ul style="list-style-type: none"> -numbers (bingo) -Hiragana focus activities <p>Resources:</p> <p>Chart - Restaurant phrases</p>	<ul style="list-style-type: none"> -Build an awareness of the effect multiculturalism has on our diet through open discussion. -Read OHT ‘Different customs’ -Discuss the questions raised such as what food do we eat that have origins in another country? What foods are ‘Australian’? <p>Resources:</p> <p>OHP, OHT – Different Customs</p>
7	<ul style="list-style-type: none"> -Show model of menu -Discuss generic features -Students compile own menus to be used in restaurant -Invitations to go out to classroom teacher, principals and other guests. <p>Resources:</p> <p>Food pictures Blank paper</p>	<ul style="list-style-type: none"> -Information gap activity. Students illicit unknown information from peers by asking and answering questions. -Continue to compile menus <p>Resources:</p> <p>Worksheet - Information gap A Worksheet - Information gap B</p>
8	<ul style="list-style-type: none"> -Discuss compensatory skills and taking risks. Give anecdotes of travel in Japan. -Read ‘Negotiating meaning’ and discuss what it means, and how it can be applied. -Play a game of charades to make certain points without using voice (e.g. someone must tell the waiter they are allergic to fish) <p>Resources:</p> <p>OHP, OHT – Negotiating meaning</p>	<ul style="list-style-type: none"> -Prepare students for restaurant (decide seating arrangements, roles and rules) -Set expectations clearly as well as consequences for not meeting them -Go through procedure of what will happen on the day, to ensure smooth running. -Ensure guidelines for TL input are clear. English will result in 10 minute sinbin outside classroom. <p>Resources:</p>

Week	Lesson 1	Lesson 2
9	<p>-Continue to build spontaneity and confidence in language functions through role plays, games, discussion, direct questions, quizzes and immersion activities.</p> <p>Resources:</p>	
10	<p>JAPANESE RESTAURANT</p> <p>-Lesson in Japanese classroom with tables set with tablecloths, table numbers, menus, soy sauce. -Classroom decorated with posters of food and a sign out the front. -Before the lesson sushi and mugicha to be taken from fridge and brought down. -Chopsticks and serviettes, tongs, gloves, cups ready -100% TL input. -Waiters role to take orders, bring out correct food cards for customers, give chopsticks, take money and give change. -Customers role to order from menu, enquire about prices, give money, call the waiter over, model correct language and behaviour for guests.</p> <p>Resources:</p>	
11	<p>-Discuss the Japanese restaurant and the language used, whether they felt confident in their language use -Through discussion students assess their peers' TL input -Discuss the food</p> <p>Resources:</p>	<p>-Japanese silent ball and dodgeball</p> <p>Resources:</p>