

Lesson One



Learning Objectives:

KS2 National Curriculum Guidelines for MFL

- 1c Children will be taught correct pronunciation and intonation from a native speaker
- 1e Children will be taught techniques for memorising words, phrases and short extracts by methods such as word association (ichi = itchy. ni=knee)
- 3g Children will learn how to use Japanese for real purposes through a self introduction role play

KS2 National Curriculum Guidelines for Maths (Ma2)

- 2a Children will count on in steps of constant size in Japanese

Starter (15 minutes)

- Ask the children if any of them know how to count to 10 in a foreign language? Have them demonstrate. Does anyone know how to count to 10 in Japanese? (possible if some do martial arts).
- Using the number presentation to accompany you, count to 10 and have the children repeat, doing actions where appropriate (for number one for example, you could pretend you're itchy (ichi) and scratch yourself. For number two (ni), you could point to your knee and so on).
- Can you do the gesture and the children respond with the corresponding number in Japanese/ English?
- Have children demonstrate. Can they count from 1-10 without using the props? If you show numeral flash cards, can pupils give the appropriate Japanese response?

Numbers:

ichi	1	いち
ni	2	に
san	3	さん
yon	4	よん
go	5	ご
roku	6	ろく
nana	7	なな
hachi	8	はち
kyu	9	きゅう
ju	10	じゅう



Language awareness point

For the purpose of this course, all letters in bold represent a long vowel sound. In actual fact, this long vowel sound is two syllables in Japanese. If you listen carefully to a Japanese person, you can clearly hear the two syllables being pronounced. Furthermore, despite the long vowel sound, the word is still pronounced evenly, with equal stress being placed on each part of the word. Sounds are generally not 'swallowed' as can be the case in English (the exception to this being 'su' as in 'desu/gozaimasu' – see notes in the next section).

Main (20 minutes)

- Using flash cards, the greetings presentation or other props to help, give the following greetings:

ohayo gozaimasu	おはようございます	good morning
konnichiwa	こんにちは	hello
sayonara	さようなら	goodbye

optional extras:

<i>konbanwa</i>	こんばんは	good evening
<i>oyasumi nasai</i>	おやすみなさい	goodnight

- Hold up a greetings flashcard / wear prop – are children able to give the accurate greeting in response to the stimulus?

Language awareness point

'gozaimasu' is a polite suffix which when added to certain words shows respect to the person you are talking to. Ohayo, for example, can be said on its own to mean 'good morning' and is commonly said amongst friends and close family members. When gozaimasu is added, the phrase automatically becomes more polite and would be used by pupils when talking to their teacher for instance.

With the Japanese teacher, present the following conversation. Alternatively, use the example dialogue soundfiles:

A: o-namae wa? what's your name?

おなまえは

B: watashi/ boku wa ...desu I am...

わたしは…です。 ぼくは…です。

eg. watashi wa ikumi desu I'm Ikumi (girl) わたしはいくみです。
boku wa tsuyoshi desu I'm Tsuyoshi (boy) ぼくはつよしです。

Grammar note:

- 'boku' is used by males only – watashi can be used by both sexes and means 'I'
- A is/am/are B. = A wa B desu.
- 'desu' has no real translation in English - it is simply a polite marker added onto the end of some sentences. Although spelt 'desu', the final 'u' is not generally pronounced, so it sounds like 'des'.
- 'o-namae wa?' with rising intonation is an abbreviation of the question 'o-namae wa nan desu ka'. 'ka – か' is the marker which shows a question has been asked.

Extension

- Children work in pairs and practise the conversation, adding hello and goodbye where appropriate!
- Ask for pairs of volunteers to demonstrate their conversations. Correct pronunciation where necessary, using the dialogue soundfiles to help.

Plenary (10 minutes)

- Can anyone remember their numbers? Quickly refresh and count the numbers in various different styles (loud, soft, high pitched, low pitched).
- Play a game of bingo. Children have to pick 9 numbers between one and ten and complete the grid (see worksheet accompanying this lesson). Put number cards in a bag. Children, in turns, come out to the front of the class to greet you (konnichiwa etc) and then pick a number from the bag. They should then announce the number in Japanese to the rest of the class and children mark off any matches accordingly. Children call 'bingo' when they have a line of three going in any direction.

Extension

- Use a large dice and roll it. Can children accurately call out the resultant number? You may wish to increase the challenge by rolling 2 dice.
- At the end of the lesson, finish by saying 'sayonara'.

Equipment

Flash cards for greetings, bingo board template, big dice/ dice template, number cards, Presentations: numbers, greetings