

## Lesson Two



### Learning Objectives:

#### KS2 National Curriculum Guidelines for MFL

- 1a Children will learn how to use and respond to simple Japanese phrases
- 1c Children will be taught correct pronunciation and intonation from a native speaker
- 3e Children will be taught how to communicate in pairs using Japanese

#### KS2 National Curriculum Guidelines for Maths (Ma2)

- 2a Children will count on and back in tens from 0-100 in Japanese and recognise the structure of the Japanese number system
- 3d Children will recall addition and subtraction facts for each number up to 20 (in Japanese).
- 3g Children will double and halve any 2-digit number in Japanese
- 3h Children will multiply the costs of Japanese items together to get a total price

### Starter (15-20 minutes)

- Refresh the numbers 1 – 10 by counting in different styles (quickly, slowly, in reverse order etc).

#### LANGUAGE AWARENESS POINT

- Does anyone know what 11 might be? (You may find that some children will say ichi ichi - いちいち or 'one, one') If so, prompt them with the following: How many 'tens' have you got in the tens column? How many units? So  $10 + 1 = 11$ . What is 10 in Japanese? (**ju** - じゅう). What is 1? (ichi - いち) so 11 is read as **juichi** じゅういち - use the number presentation to reinforce this.
- If you know that 11 is **juichi**, then what do you think 12 is? (**juni** じゅうに) Can you count all the way up to 19?
- What about 20? Look at how many tens you have. You have 2 tens, so twenty is read as **niju** にじゅう or 'two lots of 10'. Can you count all the way up to 99 now?

#### Optional Extras:

- Hand out pairs of dice to pairs of children. They throw the dice and do various activities – can they multiply the numbers together, add them together, multiply the numbers and then halve the result, add the 2 numbers of the dice together and calculate what needs to be added to make 20, 50, 100 etc? Another option would be to throw one or two dice and have the children try to calculate the numbers on the underside using inference and deduction.
- Learn telephone numbers. You could read out a number and children have to scribe it, or have a child come up to the front and say their phone number in Japanese.
- As a further extension you could use 'real' Japanese phone numbers and teach them some of the area codes. Where there is a gap between the area and local code, Japanese people tend to say 'no - の'. This helps to break the number up:

Examples:

Tokyo: 03

Yokohama: 045

Sapporo: 011

Osaka: 066

Kyoto: 075

Kobe: 078



03 275-6142

zero san *no* ni nana go *no* roku ichi yon ni (desu)

03 275-6142 です

(You could ask children to confirm which city it is they are calling and have them identify it on a Japan map.)

- Use the 'how much?' presentation to show the cost of various items and have children answer with the cost of the products using the numbers they've learnt. Explain first of all that the Japanese currency is the yen, but when said in Japanese, is 'en'. Model the following conversation with the Japanese teacher. Alternatively, use the dialogue soundfile to demonstrate:

A: いくらですか

ikura desu ka

How much is it?

B: 98 円です

kyujuhachi en desu

It's 98 yen

Show the children pictures of Japanese money in the 'how much' presentation and discuss the images on the notes and the shapes of the coins. Note that the 10,000 yen note is pronounced as 'ichi man en - 一万円' Literally, 'one lot of ten-thousand' yen in English.

## Main (20 minutes)

- Review of the greetings and conversations from lesson one.
- Model the following conversation:  
A: nan sai desu ka                      何さいですか                      How old are you?  
B: watashi wa ... sai desu.          私は...さいです。                      I am ... years old.
- Ask the children if they can guess what has been said. Can they recognise any of the words? (Perhaps hint that they should be listening for numbers).

### Grammar note:

- 'ka' shows that a question has been asked – it acts like a question mark, 'sai' means 'years', 'nan' is an interrogative word (who, what).
- Ask the children how old they are. You will need to explain that some of the numbers sound slightly different when you add 'sai' (years(old)).

<i>issai</i>	いっさい	1 year old
<i>nisai</i>	にさい	2 years old
<i>sansai</i>	さんさい	3 years old
<i>yonsai</i>	よんさい	4 years old
<i>gosai</i>	ごさい	5 years old

rokusai	ろくさい	6 years old
nanasai	ななさい	7 years old
hassai	はっさい	8 years old
kyusai	きゅうさい	9 years old
jussai	じゅっさい	10 years old
juissai	じゅういっさい	11 years old
junisai	じゅうにさい	12 years old

- Practise with the children and have them practise with one another too. You could sit in a circle and the children take it in turns to ask one another how old they are.
- Use flash cards to introduce different family members. Children only need learn those family members which are applicable to them (although if they can learn more, all the better!):

otosan	おとうさん	dad
okasan	おかあさん	mum
onisan	おにいさん	older brother
onesan	おねえさん	older sister
ototo	おとと	younger brother
imoto	いもうと	younger sister

*Note: step father and step mother are still commonly referred to okasan and otosan.*

### LANGUAGE AWARENESS POINT

Ask children what they think the suffix, 'san' means. Explain that it is a marker used to show respect. So even when referring to people by name, san will always be added (unless it is a close friend). Mr Mughal for example would become Mughal san. Note: you should never refer to yourself as 'san'. It is a term which shows respect to whom you are talking to, not yourself!

As a more affectionate term, you can attach 'kun' to boy's names, so Matt would be 'Matt kun' for example.

- Have the children sit together and throw a ball to one of the children. When they receive the ball, they have to state all the members of their family. The ball then returns to the teacher and the activity continues.

### Plenary (5 minutes)

- Write a random selection of 2 digit numbers on the board. Have two children come to the front and give each of them a pointing stick (a ruler works well). Give the children 30 seconds or so to study where the numbers are on the board.
- Read out a number in Japanese. The first child to point out the correct number is the winner and can remain standing. Another child then takes the place of the loser and the game continues. Vary the game by asking children to halve and double numbers, such as, "What is double nijuni?"

- Which class member can remain at the front the longest?!

### Another Option!

- write a number between 1 – 100 on a mini whiteboard or sheet of paper, but don't show it to anybody else. Then say the number in Japanese and the rest of the class write down the number they have heard onto their own whiteboards. The children then display their whiteboards and you/ the Japanese teacher, confirm if they are correct or not. A pupil could then come to the front and repeat the activity, taking on the role of the teacher and choosing their own number/s. Are other children able to correctly identify the number which has been chosen? Correct any pronunciation errors.

### Equipment:

dice, **family flash cards**, rulers, mini whiteboards (for number calculations),  
**presentations: numbers, how much?**

Before next lesson, ask the children to bring in a photo of a family member, or ask them to draw a picture of someone in their family as they will need this during the plenary in Lesson 3.