

Lesson Three



Learning Objectives:

KS2 National Curriculum Guidelines for MFL

- 1a Children will learn how to use and respond to simple Japanese phrases
- 2b Children will consider their own culture and compare it with Japan – why is bowing so important in Japan?
- 3a Children will be taught about the interrelationship of sounds and writing, linking katakana sounds to write their own names and read others
- 3e Children will be taught how to communicate in pairs using Japanese
- 3g Children will learn how to use Japanese for real purposes (buying goods)

KS2 National Curriculum Guidelines for Maths (Ma2)

- 2a Children will count on and back in tens from 0-10,000 in Japanese and recognise the structure of the Japanese number system
- 3d Children will recall addition and subtraction facts for each number up to and beyond 100 (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 (10 minutes)

- Ask children what currency they think is used in Japan. Explain that it is the yen and show various pictures of the different coins and notes (using the 'how much?' presentation). Compare the money to sterling - what are the similarities and differences? Discuss the images. What images are used on British notes? Why do children think those particular images were chosen? What picture might they choose to use on a £5/£10 note etc? Why?
- Explain that although Japanese currency is the 'en', when written in English, it becomes 'yen' (although it sometimes sounds like 'yen' depending on the preceding number).
- Give the price of various items and ask the children to write down on their mini whiteboards/ scrap paper what they think the cost is. For example:

98 円です。 kyujuhachi en desu. It's 98 yen.

Each phrase should be repeated 3 times and children should then display their answers.

- Using the number presentation to assist, introduce children to the following:

百	hyaku	one hundred
(so 110 would be 百十 hyakuju, 120 would be 百二十 hyakuniju etc)		
千	sen	one thousand
万	man	ten-thousand

LANGUAGE AWARENESS POINT

Large numbers in Japan are complicated by the fact that the counters 'hyaku' and 'sen' are altered by the preceding number. In this lesson, avoid 300, 600, 800, 3000 and 8000 if possible. These numbers are irregular. All other numbers follow regular patterns. Look at the table on the next page:

100	hyaku	1000	sen	10,000	ichi man
200	ni hyaku	2000	ni sen	20,000	ni man
300	san <i>byaku</i>	3000	san <i>zen</i>	30,000	san man
400	yon hyaku	4000	yon sen	40,000	yon man
500	go hyaku	5000	go sen	50,000	go man
600	roppyaku	6000	roku sen	60,000	roku man
700	nana hyaku	7000	nana sen	70,000	nana man
800	happyaku	8000	hassen	80,000	hachi man
900	kyu hyaku	9000	kyu sen	90,000	kyu man
				100,000	ju man

1 yen	ichi en
10 yen	ju en
100 yen	hyaku en
1000 yen	sen en
10,000 yen	ichi man en

- Unlike English, Japanese has a word for ten-thousand, which is pronounced as 'ichi man'. Japanese is not alone in having a specific word for 10,000 - Chinese, Korean and some Indian languages amongst others also have this unit.
- Repeat the initial exercise, using simple numbers (rounded to the nearest 10 for example) over 100.
- As an extension, you could include other items known to the children. Are children able to work out what's being said? For example:

アイスクリームは 100 円です。	Ice cream is 100 yen.
オレンジジュースは 120 円です。	Orange juice is 120 yen.
ハンバーガーは 190 円です。	Hamburgers are 190 yen.
メロンは 250 円です。	Melons are 250 yen.

Optional Extra:

- Ask children to calculate the price of yen into pounds.

Starter (30 minutes)

- Give children a copy of their name written using the katakana alphabet (ask your Japanese teacher to help you prepare this). Have children try to copy their own names in Japanese. Are the children able to find the symbols for their names on the katakana chart? How would their name sound in Japanese? You may wish to spend some time practising the sounds of the Japanese syllables with the children. Children must also be aware that they are not 'spelling' their names as they would in English, but are looking for sounds to represent the syllables in their names. It is also important to explain that Japanese doesn't have all the sounds that English has, so names will sound slightly different.
- Children then create their own name badge (see template which can be photocopied), or they can simply be written onto sticky labels. These will then become their shop-keeper name badges when acting in role during the next activity.

- Model the following conversation with the Japanese teacher/ dialogue soundfiles:

A: すみません。いくらですか sumimasen. Ikura desu ka
Excuse me. How much is it?

B: 150 円です。 hyakugoju en desu.
It's 150 yen.

A: ありがとうございます。 arigato gozaimasu
Thank you.

Note: 'sumimasen - すみません' has no real direct translation and can have a slightly different meaning depending on the context it's used in. In this case it means 'excuse me', but can also mean 'sorry'.

- Ask children if they can guess what's been said? How do they know that a question has been asked? (the addition of 'ka - か' at the end of the sentence).
- Model the conversation several times and have the children repeat each part.
- Now have the children practise the conversation in pairs, using the photos of priced food in the 'how much?' presentation as a stimulus. Discuss the food images and talk about the less familiar food items with the children (explanation included on the presentation).

Optional Extra:

- Repeat the above conversation using pounds and pence instead of yen. Remember to emphasise that 'pound' is pronounced 'pondo - ポンド' and 'pence' as 'pensu - ペンス'. Example:

A: すみません。いくらですか sumimasen. Ikura desu ka
Excuse me! How much is it?

B: 4 ポンド 99 ペンスです。 yon pondo kyujukyu pensu desu.
It's £4.99.

A: ありがとうございます。 arigato gozaimasu.
Thank you.

- Set up a mock shop at the front of the classroom (display various items with price tags – perhaps use the example templates in the worksheets section of this lesson). Pairs of children should be encouraged to come up to the front - one should act as the shopkeeper (wearing the name badge) and the other child should be the customer. Children should demonstrate the conversation and other class members should check that the prices of items are being told correctly. Children then create their own name badge (see template which can be photocopied), or they can simply be written onto sticky labels. These will then become their shopkeeper name badges when acting in role during the next activity.

Optional Extras:

In many Japanese shops, such as department stores, proper etiquette towards the customers all-important. Some stores employ staff (mainly women) to bow to customers as they take the lift for example. This is a sign of respect towards the customer and also general polite behaviour. For more information on correct bowing techniques and the subtleties of bowing, see the Culture Notes. Children should be encouraged to practise bowing to one another - ask the Japanese teacher to model correct bowing techniques.

The following are websites to some of the larger department stores in Japan:

<https://www.itoyokado.co.jp/special/global/en/products/foods/> (site in English)

<https://www.takashimaya-global.com/en/> (site in English)

<https://www.sogo-seibu.jp/foreign/welcome/> (site in English)

(Y5, Y6)

- Children could have a go at the code-breaking activity - present the children with the worksheet accompanying the katakana chart. Pupils must use the katakana chart to crack the code and work out various different people's names. Are there any names they find difficult to decipher? Why? (Remind them of the lack of sounds in Japanese compared to English). Knowing that fact, is it now easier to work out?

(Y3, 4, 5, 6)

- Children could make a plaque of their name (in Japanese), using clay - the design could then be fired and used for display. Alternatively, a 'stamp' of the child's name could be made (either using polystyrene which is engraved, or clay to make raised letters). One thing to remember is that the letters should be written in reverse to ensure that they print out correctly - tracing paper could be used to make this easier.

Plenary (5 mins)

- Revise all that has been learned so far by having the children come to the front and introduce themselves and a family member by referring to a photo or picture that they have brought in from home. For example:

Konnichiwa! Watashi wa ... desu. Watashi wa ...sai desu. Watashi no (family member) desu.

こんにちは。私は...です。私は...才です。私の...です。

Hello. I am called... I am...years old. This is my (family member).

(You may wish to use the family flashcards first to refresh children's memory of the family member words). You may also wish to have children bow correctly as they introduce themselves.

Equipment

katakana alphabet chart with romaji, name badge template, price label template, Culture Notes - bowing, props for the shop, Presentations: numbers, how much?