

Lesson Seven



Learning Objectives:

National Curriculum Guidelines for MFL

- 1e Children will consider their own culture and compare it to Japan with reference to food and eating habits.
- 1f Children will learn how to use context and clues to interpret meaning – watching actions and making educated guesses based on what they know.
- 3b Children will learn how to correctly use the verbs ‘to drink’ and ‘to eat’.

National Curriculum Guidelines for Maths (MA3 – Shape, Space and Measure)

- 2a Children will recognise right angles, perpendicular and parallel lines and know that a straight line is 180°, and a full turn, 360°.

Starter (10 minutes)

- Start the lesson by recapping the Momotaro story and ask what food various characters in the tale eat (monkeys = bananas, dogs = meat etc). Class teacher to ask the following: “Have you ever heard of any Japanese food? If so, what?” Go through what children may have heard of and correct any misconceptions re sushi etc (see sushi and food and drink Culture Notes). Explain that the staple of the Japanese diet is rice – “Does anyone know why?” (make reference to the climate and monsoons). What is the staple food of the UK?

Main (40 minutes)

- Hold up a banana (similar) and say:

banana o tabemasu. バナナを食べます。 I eat a banana.

Take a bite and then ask the children: “What do you think I’m saying?” I eat a banana. To re-inforce the structure, ‘*noun* o tabemasu’, repeat the sentence another 5 times and also have the children repeat back, paying careful attention to pronunciation.

- To create a more Japanese flavour, you could bring in a ‘kibidango’ (millet dumpling) and make reference to the kibidango that Momotaro gave away to the animals (Lesson 6).

kibidango o tabemasu. きびだんごを食べます。 I eat a dumpling.

Dumpling recipes are as follows:

<https://www.japancentre.com/en/recipes/693-three-colour-dango-dumplings>

<https://www.thespruceeats.com/mitarashi-kushi-dango-2031131>

- The same sentence (noun o tabemasu) could then be continued using various different **breakfast foods** known to the children, such as:

Frosties o tabemasu. フロスティーズを食べます。

Weetabix o tabemasu. ウイータビックスを食べます。

toast o tabemasu.

トーストを食べます。

Coco Pops o tabemasu

ココポップスを食べます。

- Then take a drink of orange juice and say:

orenji jusu o nomimasu.

オレンジジュースを飲みます。

“What am I saying this time?” Pass round an empty cup and children repeat.

- Make reference to the fact that although Japanese uses many loan words from English, they are pronounced slightly differently (refer back to the sports learned in lesson 5). This is because Japanese doesn't have all the sounds that English does. Have the children listen and repeat carefully as you say the words. Can they identify any patterns?
- Hold up flashcards of various different foods and drinks and have children identify the correct verb: 'nomimasu' or 'tabemasu'. Use the food and drink presentations to show images of Japanese cuisine. Also use the background Culture Notes accompanying this lesson.

Grammar note!

tabemasu 食べます to eat

nomimasu 飲みます to drink

o' is a particle which marks a verb



- What is origami? (traditional art of paper folding - for more origami links, check out: <http://www.origami-club.com/>). Has anyone ever made anything out of origami before? Explain that today, children will fold themselves a paper cup, taking care with the folds and considering angles, parallel and perpendicular lines. Tell the children that if they are careful, then they can actually drink from these cups! Demonstrate how to do the folds using the worksheet or the Japan Society video to assist: <https://www.youtube.com/watch?v=XNreY-MB6h4>

Once completed, repeat the sentence learned during the starter and children can 'choose' which drink they are having, such as:

kohi

コーヒー

coffee

ocha

お茶

green tea

kora

コーラ

cola

karupisu

カルピス

Calpis

kohi o nomimasu

コーヒー を飲みます。

I drink coffee.



(Again, use the drinks presentation/flashcards accompanying this lesson for pictures of various different beverages).

- How do people eat their meals in Japan? Explain that although knives and forks are commonly used when eating Western food, chopsticks are often the preferred utensil. Hand out pairs of waribashi (disposable chopsticks) to each of the children and demonstrate how to hold them. (Waribashi can be bought from any Japanese or Chinese supermarket – your local takeaway may even donate some, although be aware that the shape and length of Japanese and Chinese chopsticks are slightly different. Alternatively, try Wing Yip: www.wingyip.com or the Japan Centre <https://www.japancentre.com/en>)
- Give children a pile of dried beans or pasta shapes and have them pick them up one at a time and count them into their origami cup (in Japanese!) Once they have practised, perhaps a small competition could be held to see who can pick up the most beans in a set period of time! Children should also practise saying the following:

pasta o tabemasu

パスタを食べます。

I eat pasta

Starter (10 minutes - Year 5/6)

- Debate: Some reports say that between 23 - 25 billion pairs of waribashi wooden chopsticks are used and thrown away in Japan every year. What is your opinion on this? Would you try and persuade people not to use waribashi? What materials might you use instead? Are there any similar problems in the UK (wooden lollipop sticks)? Is it worse to throw away plastic or wooden cutlery? Why?

Other Options!

- Pretend to eat or drink various items and the children put their thumb up if they think the correct corresponding verb is 'tabemasu', or down if they think the correct verb should be 'nomimasu'. This is a quick and simple method of assessment.
- Show the children the food pictures in 'A Day with Kentaro' (https://www.tjf.or.jp/shogakusei/kentaro/index_e.html or alternatively the food pictures on the following website: https://www.tjf.or.jp/shogakusei/6-1/donna/ichinichi_e.htm). Discuss the set up for school lunches (making reference to the fact that the children eat in their classrooms and are responsible for serving up and clearing up at meal times). Also worth pointing out is that before eating, most Japanese will say the following phrase: 'itadakimasu - いただきます'. This is a humble way of expressing that you are about to eat. Perhaps the nearest Western equivalent would be, 'bon appetit!'

What are the similarities and differences between the Japanese school and their own school? (See the School Culture Notes for further information on the Japanese Education System).

LANGUAGE AWARENESS

You have probably noticed that there are a lot of loan words used in this lesson – kora for cola for example. You could use this opportunity to discuss other loan words which have entered Japanese, and to also discuss those loan words which have perhaps changed their meaning and pronunciation over time. Here are various examples:

hamu	ハム	ham
pan	パン	bread (from the Portuguese for bread)
keki	ケーキ	cake
terebi	テレビ	TV
manshon	マンション	block of flats (not a mansion!)
patoca	パトカー	police car (patrol car)
depato	デパート	department store
toire	トイレ	toilet
burapi	ブラピ	Brad Pitt!
bai bai	バイバイ	goodbye (even adults will say bye bye to one another and it is not seen as a greeting used mainly by children).

- Ask the children if they know of any Japanese words that have entered the English language (karaoke, sumo, judo, sushi, tsunami, tamogochi, Pokemon...)

Equipment

food & drink, cup, thick white paper (square)/ origami paper, chopsticks, beans/ pasta shapes, **Sushi Culture Notes, Food and Drink Culture Notes, Schools Culture Notes, Food and Drink flashcards, origami instruction worksheet. Presentations: Food, Drink**