

# Teaching Japanese For Juniors

## idea book

### — 4 —



By **Hiroko Nishibayashi Liston**

## ***KONNICHAWA***

It has taken a lot longer than expected to produce this book, largely due to the arrival of my first child. During this time I have received many phone calls and letters from teachers asking me when this book will be available. I am elated that my Idea Book series is being used and appreciated by so many teachers. I apologise for keeping you waiting for so long. Encouraged by everyone's feedback, I have finally completed Idea Book 4. This book is also a collection of lesson samples, game and activity ideas, work sheet and card masters, presented in topic form as are the previous books.

I am always trying to think of ways to make lessons enjoyable for my students. However, even though the students have enjoyed the lessons and had fun, sometimes they don't remember what they have learned, especially when they begin their next topic. I become disappointed when this happens. I am only able to teach each class for forty five minutes a week. When I review the assessments which I made based on the C.S.F., I wonder how I can help my students achieve the expected skills.

I believe that studying of foreign languages requires repetition and review to be effective. For this, time is essential. This is why the support of classroom teachers is so important. Fortunately, at the school where I teach, the classroom teachers sit in with their students and study Japanese. The teachers are then able to review the new words, expressions and songs in their own classrooms. Some teachers even give their classroom instructions in Japanese. Because of the effort of these teachers, we are achieving good results. I am planning to run in-services for the classroom teachers to help improve their knowledge and confidence.

I hope your Japanese program is proceeding well and that this book can be useful to you.

Hiroko Nishibayashi Liston



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# 1. Directions and positions

## Language Exponents

<i>ue</i>	(up / on)
<i>shita</i>	(down / under)
<i>yoko</i>	(beside)
<i>migi</i>	(right)
<i>hidari</i>	(left)
<i>mae</i>	(forward / in front)
<i>ushiro</i>	(behind)
<i>naka</i>	(inside)
(object) no (position)	
eg. <i>teeburu no ue.</i>	(on / above the table)
<i>motto</i>	(more)
<i>chotto</i>	(a little)
<i>moo chotto</i>	(a little more)
_____ <i>wa doko desu ka.</i>	(Where is _____?)
( ) <i>wa (object) no (position) desu.</i>	(The ( ) is (position) the (object).)
( ) <i>wa (object) no (position) ni</i>	(The ( ) is (position) the (object).)
<i>imasu / arimasu.</i>	
( ) <i>o (object) no (position) ni oite</i>	(Please put the ( ) (position) the
<i>kudasai.</i>	(object).)

## Lesson sample

- 1 - Prepare a table and chair at the front of the classroom. After the standard daily greetings and questions, using a pointer or your finger, say “*ue, ue*” (up, up) while repeatedly pointing upward. Next, while repeatedly pointing downward, say “*shita, shita*” (down, down). This way, without using English, your students will understand that *ue* means up and *shita* means down.
- 2 - After practicing “*ue*” and “*shita*” a couple of times, point to both sides and say “*yoko, yoko*” (side, side). This way students understand that “*yoko*” means “*side*” very easily. Next have the students point *ue*, *shita, yoko* as you say “\_\_\_\_\_ *o yubi sashite kudasai*” (Point your finger \_\_\_\_\_). Pointing with one finger only can cause problems when

students point *yoko*. You can teach them *migi* (right) and *hidari* (left) in the same way. Because young students are easily confused, you may have to take care when you teach them left and right while facing the students. Once the students are familiar with *ue*, *shita* and *yoko*, *migi* and *hidari*, teach them *mae* (forward) in the same manner. Try a “direction exercise” here. Students will enjoy the exercise and learn the words *ue*, *shita*, *yoko* very quickly. (See page 6 Activity 3)



- 3 - Play a game appropriate to the students' grade level. For example, *Fukuwarai* or *Suikawari* which are introduced on page 5. You can finish the first lesson with this game.
  
- 4 - Next, these direction words can be used to describe positions. While pointing to a table, say to the students “*Teeburu desu.*” to remind them that the table is called a “*Teeburu*”. Using any classroom object, as you place it on the table, say “*Teeburu no ue.*” (On the table). As you place the object under the table, say, “*Teeburu no shita.*” (Under the table). This way, most students will understand the expressions “*Teeburu no ue.*” and “*Teeburu no shita.*”  
 Select a student who seems to have understood quite well and have him/her stand up as you say “*Tatte kudasai.*” Next, say “*Kite kudasai.*” And have the student come to the front of the classroom. Ask the student to place an object on or under the table by saying “(Object) o *teeburu no (ue / shita) ni oite kudasai.*” After the student has put the object down, ask the students “*Ii desu ka.*” (Is this right?) If this is right, have the students respond by saying “*Hai*”. If it is not, have them say “*Iie*”. If the student is wrong, have him/her try again.
  
- 5 - Do this activity using different objects.



When I need new objects, I always ask a student to pick up the object for me. When I ask the whole class “*Dare ka (object) o totte kudasai.*” (Can anyone please pick up (object)), lots of students hold their hands up. I select one and have him or her bring it to me. Using body actions only, it is possible for the students to understand my request.



- 6 - As the students become more familiar with the activity, try to use something other than a table for placing objects. Also you can use positions other than *ue* and *shita*, such as *yoko*, *mae*, *migi* or *hidari*.



Funny requests make the students concentrate more. For example, "*Hasami o gomibako no shita ni oite kudasai.*" (Place the scissors under the rubbish bin.), or "*Hon o Amanda no atama no ue ni oite kudasai.*" (Place a book on Amanda's head.)

Some students may now be able to make requests. Let them try. At this stage don't worry about it if the students get the particles *no*, *o*, or *wa* wrong, just repeat the student's request correctly.



## Game and activity ideas for directions and positions



### 1 - *Fukuwarai*

Introduced in Idea Book 1 on pages 35 to 37. This time, as directions are involved, when younger students play this game, they must be looking at the game the same way as the person who is playing it, as this helps to avoid confusion. The students tell the person who is playing "*Motto ue.*" (Up more.) or "*Chotto migi.*" (A little right.) to assist the player to place the facial parts in better positions.



When I play this game, I have the blank face on the white board and have magnets on the back of the face parts. This makes it easier for the player to place the pieces, and for the rest of the students to watch the game and assist. Students will concentrate more than they would if the game was played on the floor.

### 2 - *Suikawari* (Breaking a watermelon)

You may hesitate to use a real watermelon for this game, so you may use a ball or balloon, so long as it doesn't move.



The player is blindfolded and spun around three to five times before beginning, to put him/her off balance. Next someone calls “*Sutaato.*” (Start.) or “*Hajime.*” (Begin.). The player then approaches the watermelon. The goal is to break the watermelon with the stick, however, the player is only allowed one strike at the melon. Therefore, to assist the player to reach the right position, the other students call the directions to move.

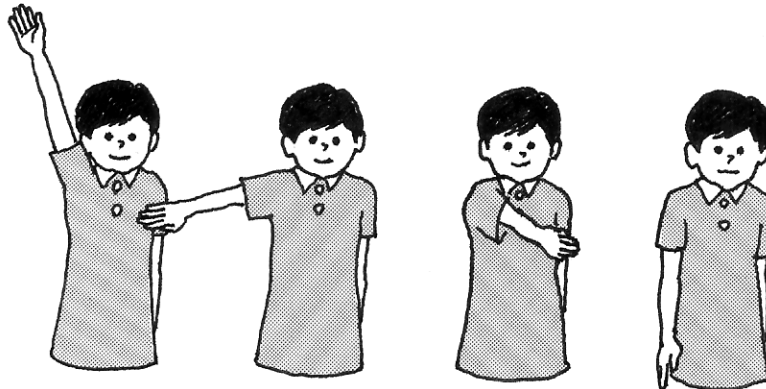


This game may be played with two teams, however, this doesn't work well if each team must race to hit their own melon before the other team does. I find this becomes too noisy and the teams start calling out in English in order to win. By using only one melon, and having each team take turns, each team listens carefully to ensure that the other team does not cheat.



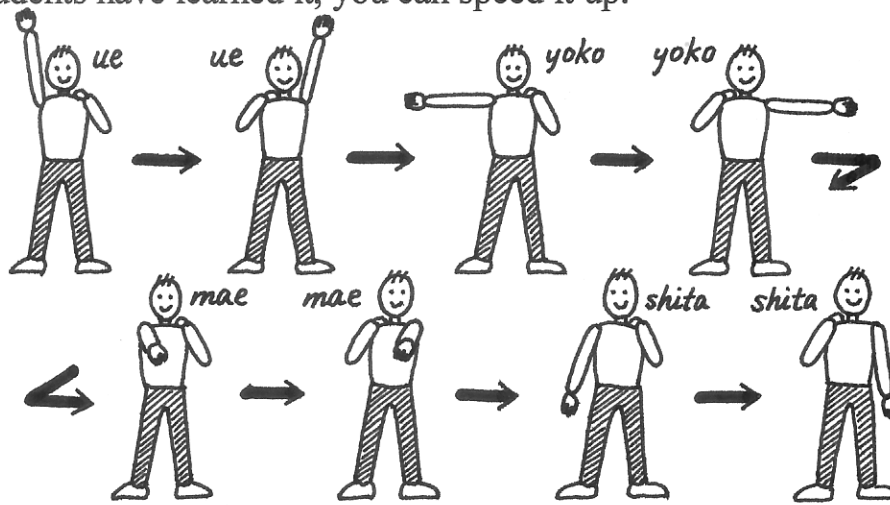
### 3 - Direction exercise

For the first practice, use your right hand only. Start with your right hand on your right shoulder and extend your hand up and say “*ue*”, sideways “*yoko*”, forward “*mae*” and downward “*shita*”, being careful to return your hand to your shoulder after each movement.



Next do this again, using your left hand only. Finally do the exercise using both arms, but only one at a time. Start by saying “*Yooi.*” (Ready.) and place both hands on your shoulders. Then say “*Hajime.*”

(Begin.) and raise your right hand and say “ue”, while keeping your left hand on your shoulder. Work through the routine as illustrated below, saying each direction twice. Repeat this exercise. Once students have learned it, you can speed it up.



Instead of saying “yoko yoko”, you can say “migi hidari”. For example, one exercise would become “ue, ue, migi, hidari, mae, mae, shita, shita”. Naturally, the movements are the same. When the teacher demonstrates the exercises to the students, be careful to reverse left and right, so students don’t get confused.

#### 4 - Picture drawing game

Using the following worksheet, students draw a picture of the object selected by a student or teacher, in the position described by the student or teacher. For example, “Ringo o isu no ue ni kaite kudasai.” (Draw an apple on the chair.) Students would then draw an apple on the chair on the worksheet. Any objects can be described, utilising the students’ learned vocabulary.

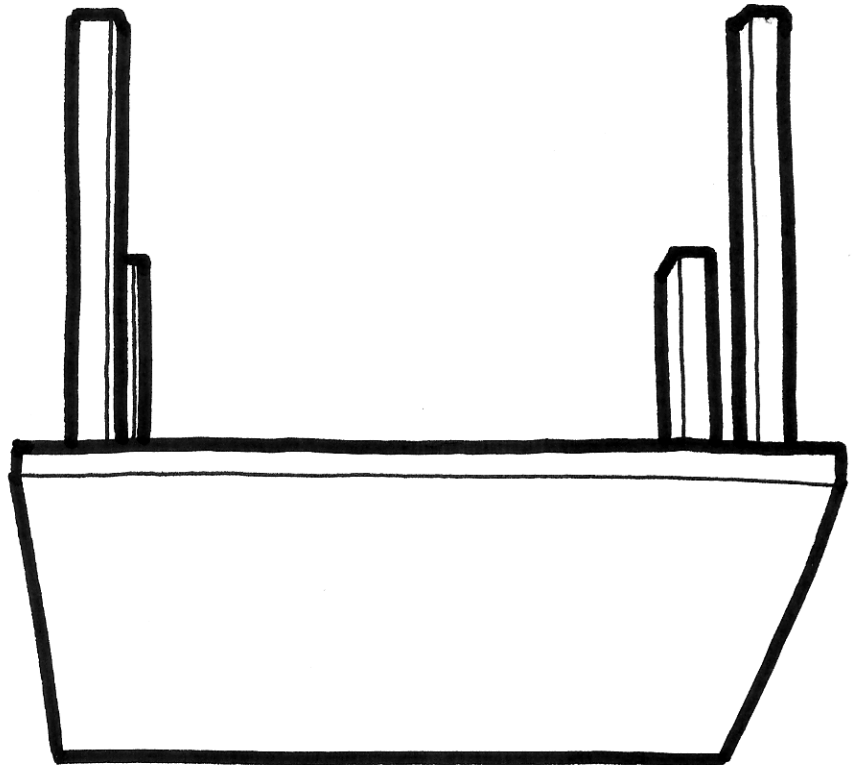
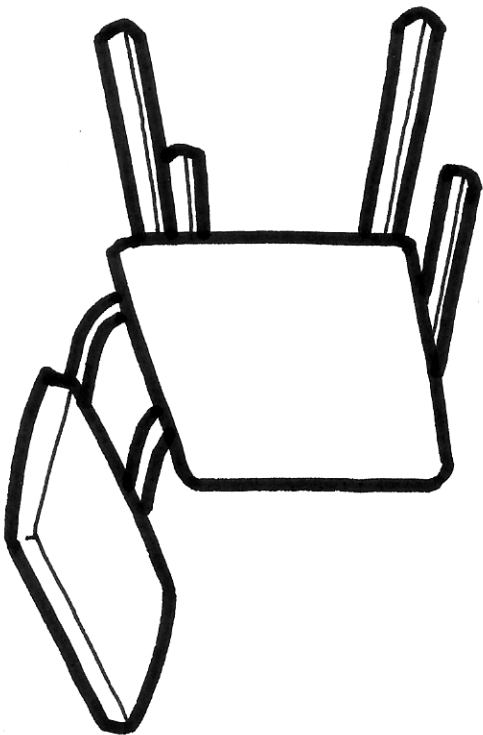
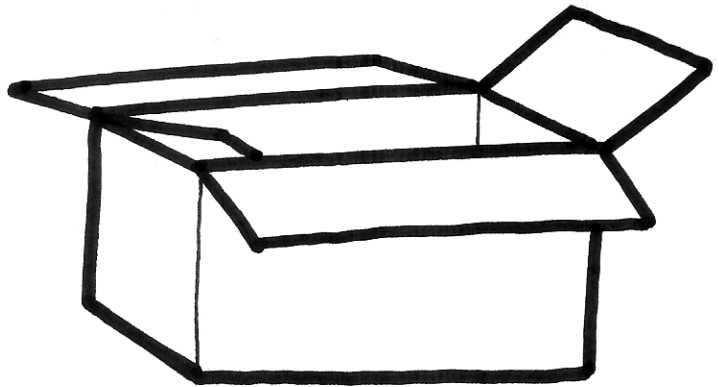
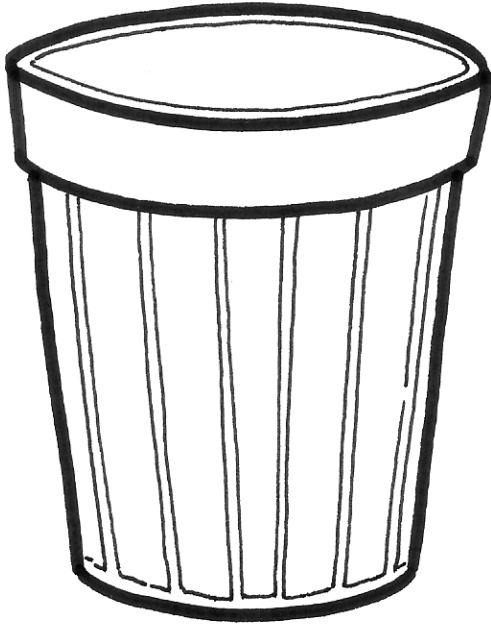
#### 5 - Worksheet A and B “Doko desu ka.”

Divide the class into two teams. People with sheet A must ask those with sheet B where the objects at the bottom of their worksheet are by asking “\_\_\_\_ wa doko desu ka.” (Where is \_\_\_\_?) The people with sheet B must find the object on their own worksheet and describe its position to the people with sheet A by saying “(object) no (position) desu.” (It’s (position) the (object).) who then draw it in the appropriate position.



# どこですか

なまえ:



なまえ:

# 4つ、2こ、ス

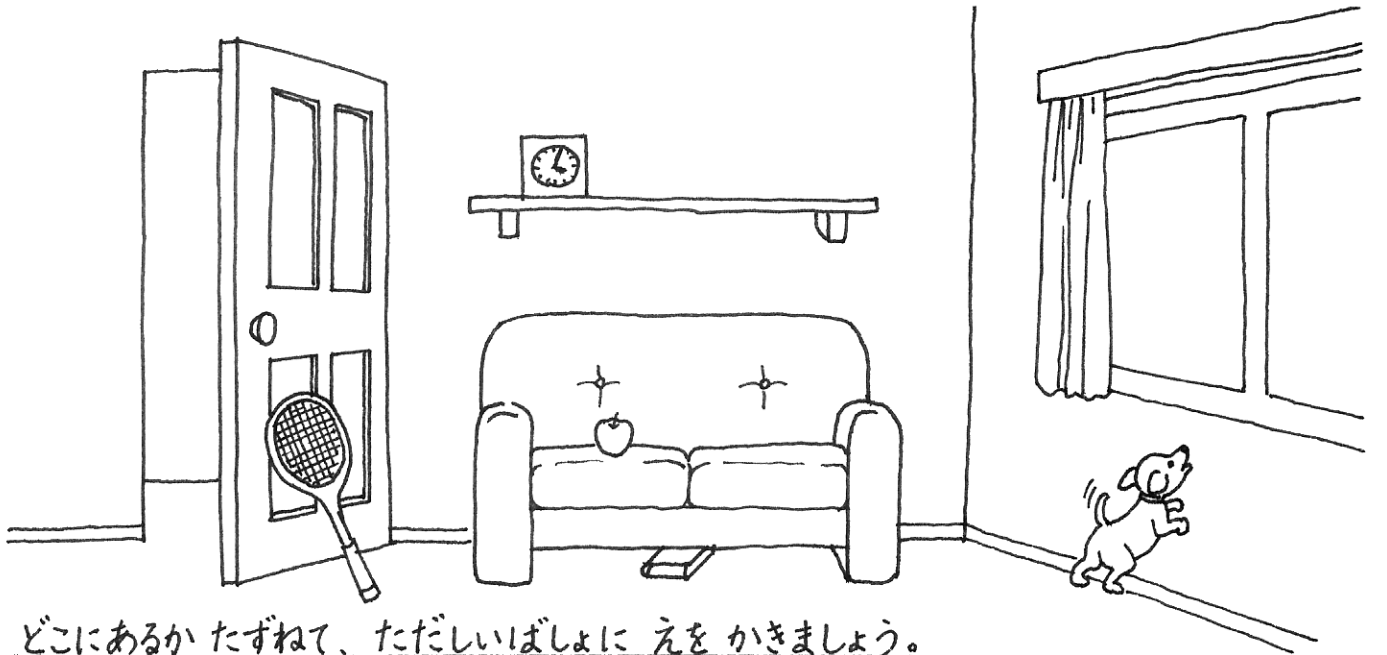
# どこですか

なまえ:



# どこですかB

なまえ:



どこにあるかたずねて、ただしいばしょに えをかきましょう。



えんぴつ



でんわ



ぼうる



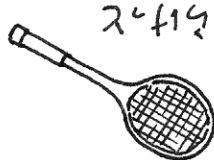
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え



いぬ



ラケット



りんご

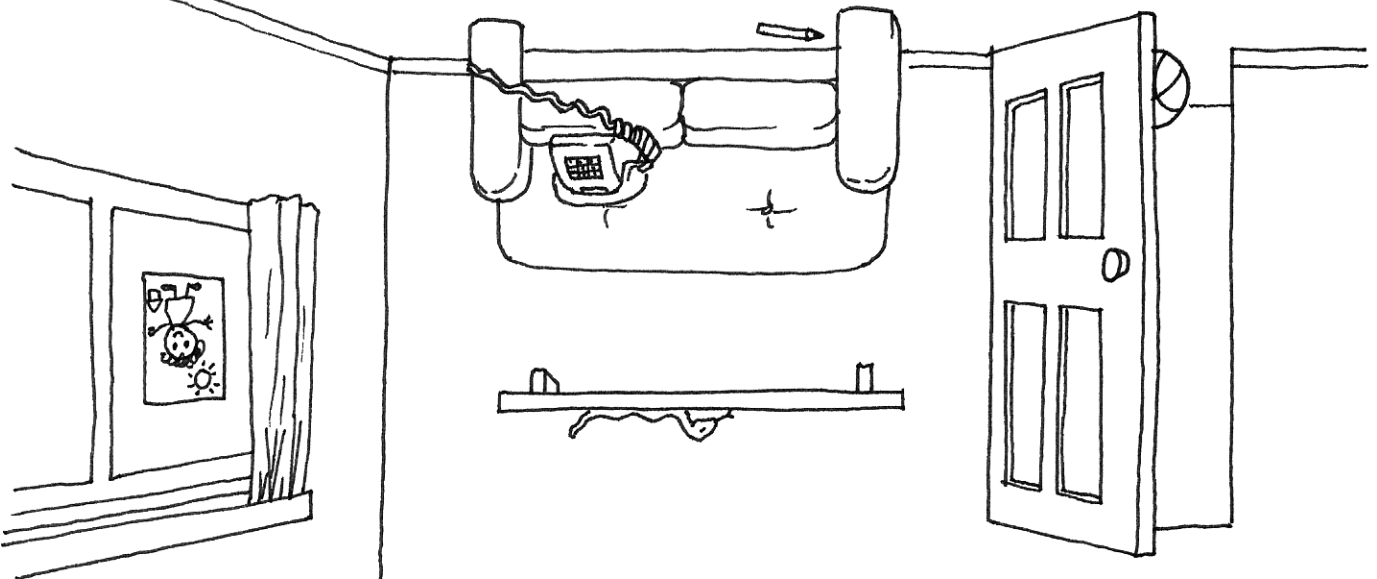


スイ



ほん

どこにあるかたずねて、ただしいばしょに えをかきましょう。



なまえ:

# どこですかA



## 2. Food and drinks

The following language exponents are presented as flash card masters. You may select those that you feel necessary or appropriate for your lessons. I have chosen to reduce the size of these masters to enable me to provide you with a greater variety.

### Language Exponents

<b><i>Yasai</i></b>	やさい	<b>(Vegetables)</b>
<i>ninjin</i>	にんじん	(carrot)
<i>tamanegi</i>	たまねぎ	(onion)
<i>daikon</i>	だいこん	(white radish)
<i>jagaimo</i>	じゃがいも	(potato)
<i>piiman</i>	ピーマン (ぴいまん)	(capsicum)
<i>kyabetsu</i>	キャベツ (きゃべつ)	(cabbage)
<i>kyuuri</i>	きゅうり	(cucumber)
<i>retasu</i>	レタス (れたす)	(lettuce)
<i>nasu</i>	なす	(eggplant)
<i>tomato</i>	トマト (とまと)	(tomato)
<i>mekyabetsu</i>	めキャベツ (めきゃべつ)	(brussel sprout)
<i>sayaendoo</i>	さやえんどう	(snow peas)
<i>kabocha</i>	かぼちゃ	(pumpkin)
<i>hoorensoo</i>	ほうれんそう	(spinach)
<i>toomorokoshi</i>	とうもろこし	(corn)
 <b><i>Kudamono</i></b>	 くだもの	 <b>(Fruit)</b>
<i>momo</i>	もも	(peach)
<i>ringo</i>	りんご	(apple)
<i>mikan</i>	みかん	(mandarin)
<i>orenji</i>	オレンジ (おれんじ)	(orange)
<i>sakuranbo</i>	さくらんぼ	(cherry)
<i>suika</i>	すいか	(watermelon)
<i>anzu</i>	あんず	(apricot)
<i>banana</i>	バナナ (ばなな)	(banana)
<i>painappuru</i>	パイナップル (ばいナップる)	(pineapple)
<i>sumomo</i>	すもも	(plum)
<i>nashi</i>	なし	(pear)
<i>ichigo</i>	いちご	(strawberry)

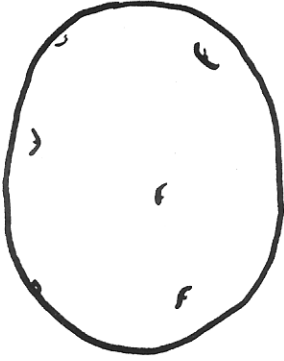
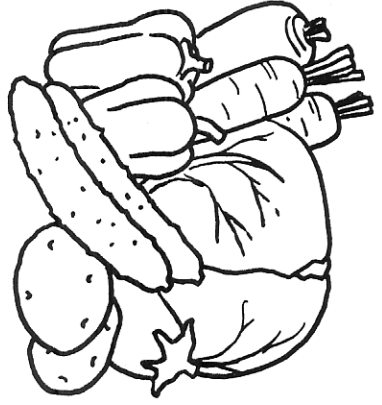
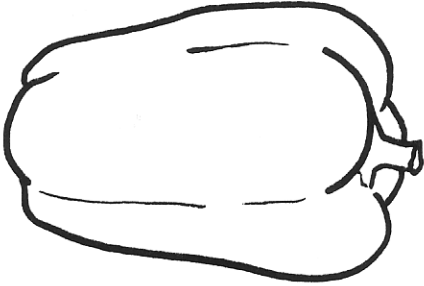
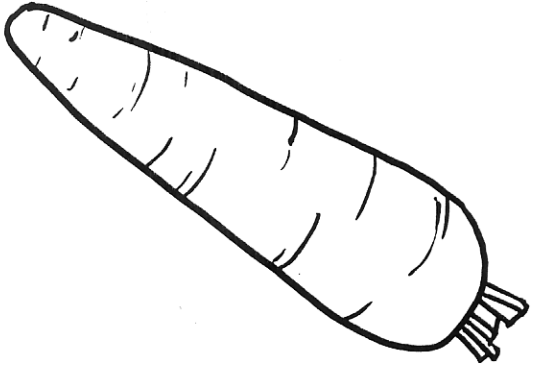
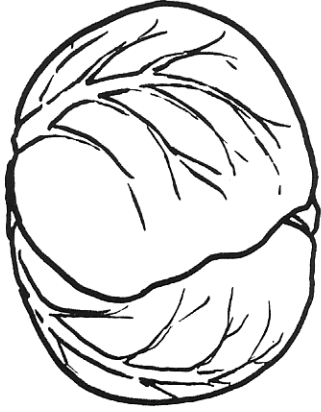
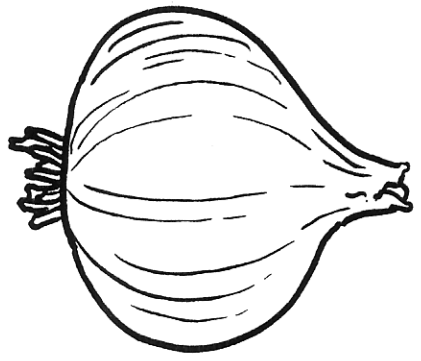
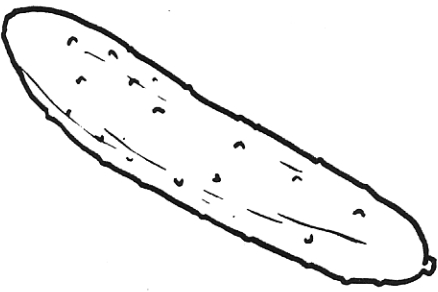
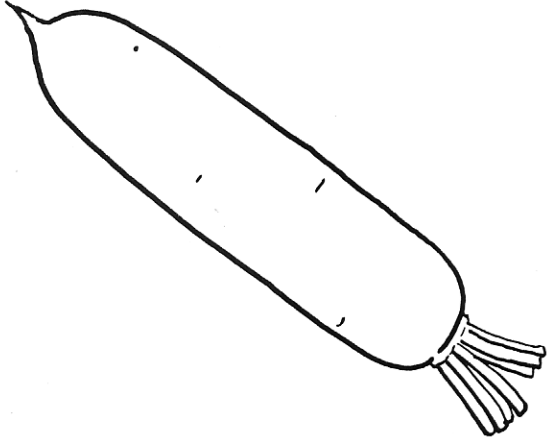
<i>kiui</i>	キウイ (きうい)	(kiwifruit)
<i>remon</i>	レモン (れもん)	(lemon)
<i>budoo</i>	ぶどう	(grape)
<b><i>Niku</i></b>	にく	<b>(Meat)</b>
<i>gyuuniku</i>	ぎゅうにく	(beef)
<i>butaniku</i>	ぶたにく	(pork)
<i>toriniku</i>	とりにく	(chicken)
<i>kohitsujiniku</i>	こひつじにく	(lamb)
<i>hamu</i>	ハム (はむ)	(ham)
<i>sooseeji</i>	ソーセージ (そうせえじ)	(sausage)
<i>beekon</i>	ベーコン (べえこん)	(bacon)
<b><i>Gyokai / Shiifuudo</i></b>	<b>ぎょかい / シーフード (しいふうど)</b>	<b>(Seafood)</b>
<i>sakana</i>	さかな	(fish)
<i>tako</i>	たこ	(octopus)
<i>ika</i>	いか	(squid)
<i>ebi</i>	えび	(prawn)
<i>kaki</i>	かき	(oyster)
<i>kani</i>	かに	(crab)
<i>hotategai</i>	ほたてがい	(scallop)
<b><i>Sonota</i></b>	<b>そのた</b>	<b>(Other)</b>
<i>pan</i>	パン (ぱん)	(bread)
<i>gohan</i>	ごはん	(cooked rice)
<i>kome</i>	こめ	(uncooked rice)
<i>okashi</i>	おかし	(confectionary)
<i>abura</i>	あぶら	(oil)
<i>tamago</i>	たまご	(egg)
<i>chiizu</i>	チーズ (ちいず)	(cheese)
<i>yooguruto</i>	ヨーグルト (ようぐると)	(yoghurt)
<i>bataa</i>	バター (ばたあ)	(butter)
<i>maagarin</i>	マーガリン (まあがりん)	(margarine)
<i>hanbaagaa</i>	ハンバーガー (はんばあがあ)	(hamburger)
<i>potetochippusu</i>	ポテトチップス (ぼてとちっぶす)	(potato chips)
<i>chokoreeto</i>	チョコレート (ちょこれえと)	(chocolate)
<i>keeki</i>	ケーキ (けえき)	(cake)
<i>kukkii</i>	クッキー (くっきい)	(cookie)
<i>aisukuriimu</i>	アイスクリーム (あいすくりいむ)	(icecream)
<i>piza</i>	ピザ (びざ)	(pizza)
<i>supagetti</i>	スパゲッティ (すばげってい)	(spaghetti)
<i>suteeki</i>	ステーキ (すてえき)	(steak)

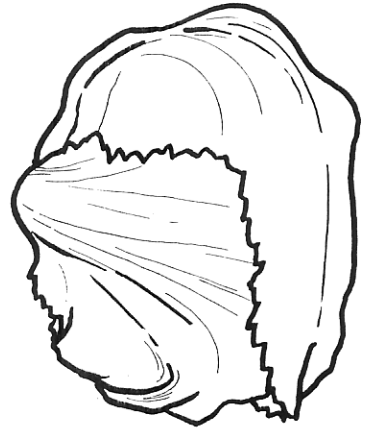
<i>furaidopoteto</i>	フライドポテト	(hot potato chips)
<i>sandoitchi</i>	サンドイッチ	(sandwich)
<i>hottodoggu</i>	ホットドッグ	(hot dog)
<b><i>Nomimono</i></b>	のみもの	<b>(Drinks)</b>
<i>gyuunyuu</i>	ぎゅうにゅう	(milk)
<i>juusu</i>	ジュース	(juice)
<i>mizu</i>	みず	(water)
<i>koohii</i>	コーヒー	(coffee)
<i>koocha</i>	こうちゃ	(tea)
<i>ocha</i>	おちゃ	(green tea)
<i>mirukuseeki</i>	ミルクセーキ	(milkshake)
<i>koora</i>	コーラ	(cola)
<b><i>Nihon no tabemono</i></b>	にほんのたべもの	<b>(Japanese food)</b>
<i>misoshiru</i>	みそしる	(miso soup)
<i>yakitori</i>	やきとり	(barbecued chicken on skewers)
<i>tenpura</i>	てんぷら	(seafood or vegetables deep fried in batter)
<i>sushi</i>	すし	(vinegared rice with seafood etc.)
<i>okonomiyaki</i>	おこのみやき	(pancake of unsweetened batter fried with meat, seafood or vegetables)
<i>onigiri/omusubi</i>	おにぎり / おむすび	(rice ball)
<i>udon</i>	うどん	(wheat noodles)
<i>soba</i>	そば	(buck wheat noodles)
<b><i>Nihon no zairoyo</i></b>	にほんのざいりょう	<b>(Japanese ingredients)</b>
<i>shooyu</i>	しょうゆ	(soy sauce)
<i>shio</i>	しお	(salt)
<i>satoo</i>	さとう	(sugar)
<i>miso</i>	みそ	(soy bean paste)
<i>nori</i>	のり	(sheet of dried laver)
<i>wakame</i>	わかめ	(wakame seaweed)
<i>toofu</i>	とうふ	(soy bean curd)
<i>katsuobushi</i>	かつおぶし	(dried bonito flakes)
<i>su</i>	す	(vinegar)
<i>komugiko</i>	こむぎこ	(flour)



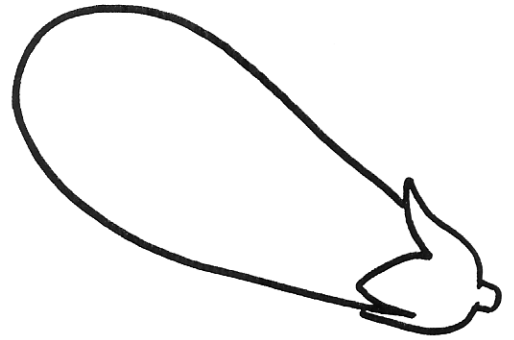
### Sentence pattern samples

1. *Kore wa nan desu ka.* (What is this?)  
       \_\_\_\_\_ *desu.* (It is \_\_\_\_\_.)
  
2. \_\_\_\_\_ *wa suki desu ka.* (Do you like \_\_\_\_\_?)  
       *Hai suki desu.* (Yes, I like it.)  
       *Hai maamaa (suki desu).* (Yes, it's okay.)  
       *Iie anmari.* (No, not much.)  
       *Iie kirai desu.* (No, I hate it.)
  
3. \_\_\_\_\_ *wa oishii desu.* (\_\_\_\_\_ is delicious.)  
       \_\_\_\_\_ *mazui* (yukky)  
       \_\_\_\_\_ *amai* (sweet)  
       \_\_\_\_\_ *karai* (hot (spicy))  
       \_\_\_\_\_ *shiokarai* (salty)  
       \_\_\_\_\_ *suppai* (sour)  
       \_\_\_\_\_ *aburakkoi* (oily)  
       \_\_\_\_\_ *nigai* (bitter)
  
4. *Nani ga suki desu ka.* (What do you like?)  
       \_\_\_\_\_ *ga suki desu.* (I like \_\_\_\_\_.)  
       *Nani ga kirai desu ka.* (What do you hate? )  
       \_\_\_\_\_ *ga kirai desu.* (I hate \_\_\_\_\_.)
  
5. *Nani o tabemasu ka.* (What will you eat?)  
       \_\_\_\_\_ *o tabemasu.* (I will eat \_\_\_\_\_.)  
       *Nani o nomimasu ka.* (What will you drink?)  
       \_\_\_\_\_ *o nomimasu.* (I will drink \_\_\_\_\_.)
  
6. *Nani ga tabetai desu ka.* (What do you want to eat?)  
       \_\_\_\_\_ *ga tabetai desu.* (I want to eat \_\_\_\_\_.)  
       *Nani ga nomitai desu ka.* (What do you want to drink?)  
       \_\_\_\_\_ *ga nomitai desu.* (I want to drink \_\_\_\_\_.)
  
7. *Asagohan ni nani o tabemasu ka.* (What do you eat for breakfast?)  
       *Asagohan ni nani o*  
           \_\_\_\_\_ *tabemashita ka.* (What did you eat for breakfast?)  
           \_\_\_\_\_ *hirugohan* (lunch)  
           \_\_\_\_\_ *bangohan* (dinner)

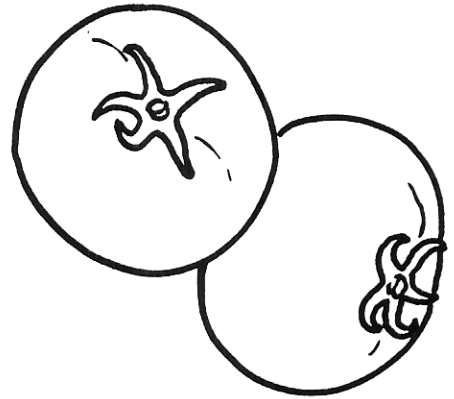
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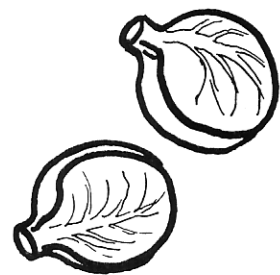
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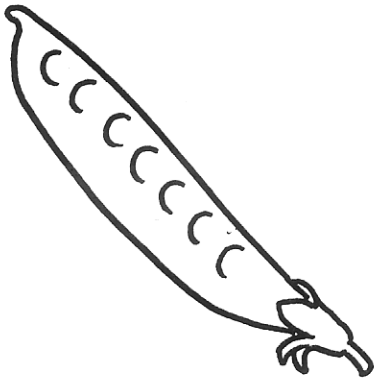
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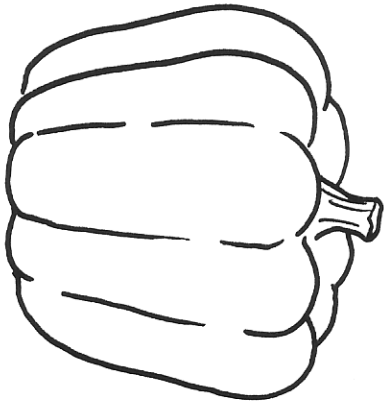
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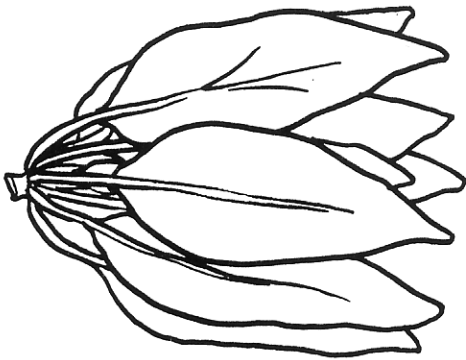
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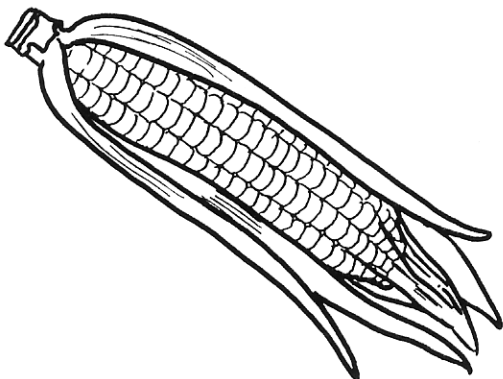
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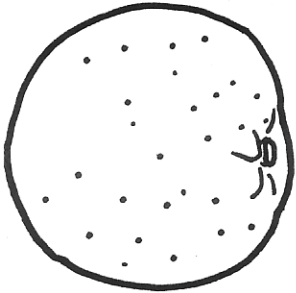
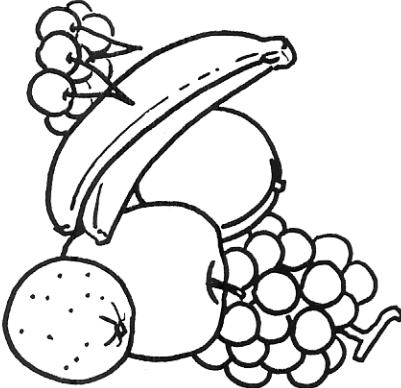
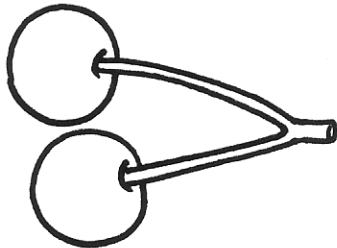
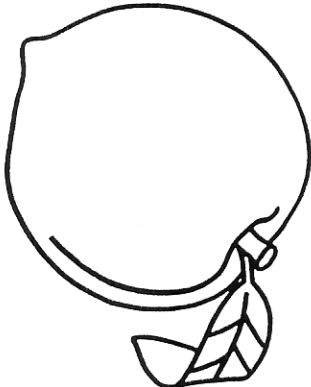
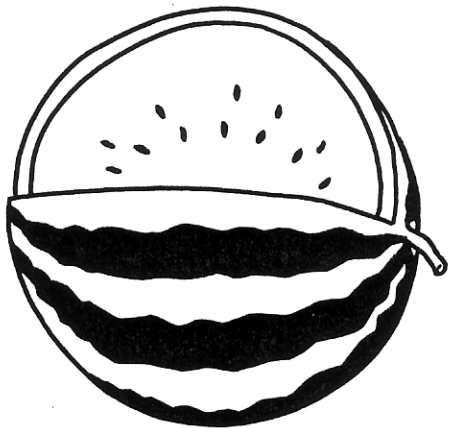
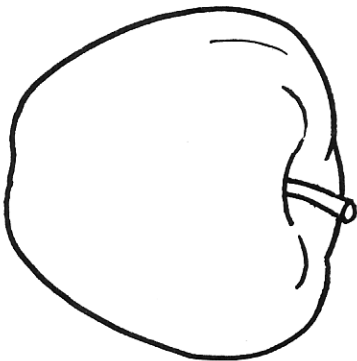
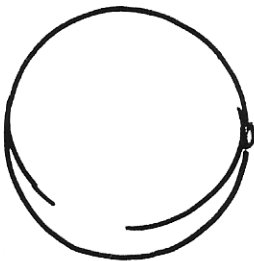
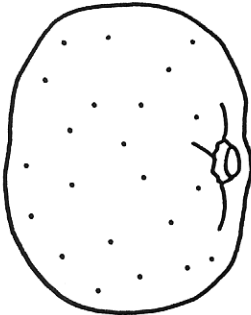
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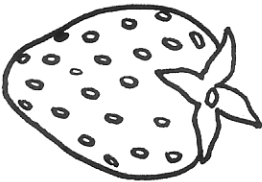
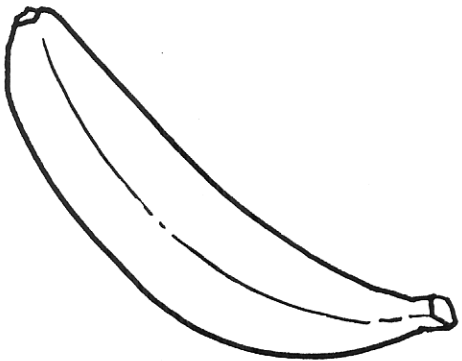
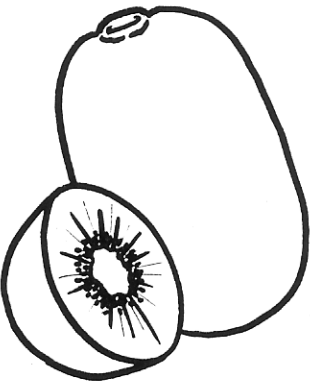
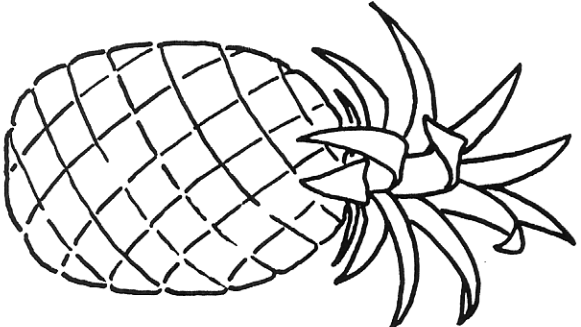
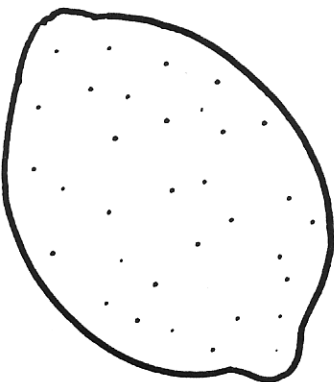
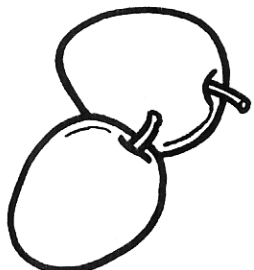
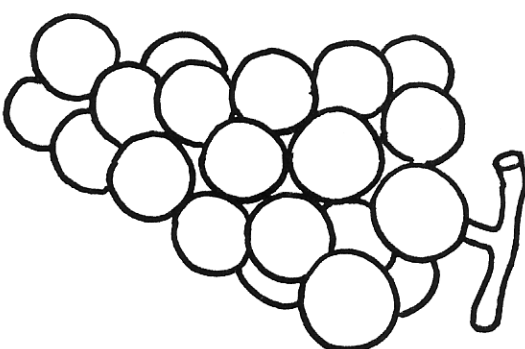
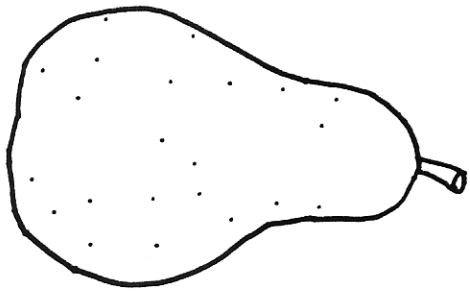


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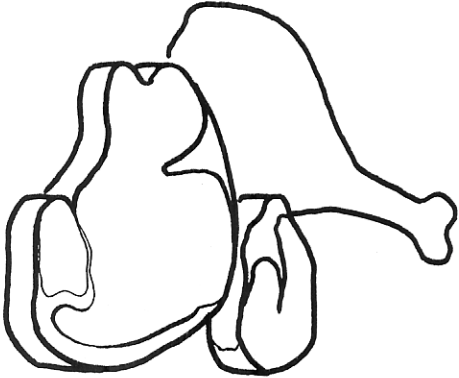

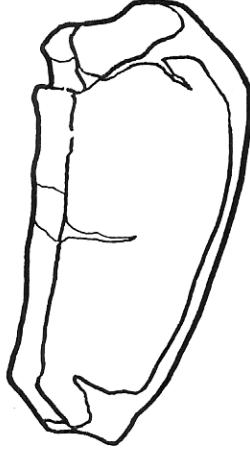
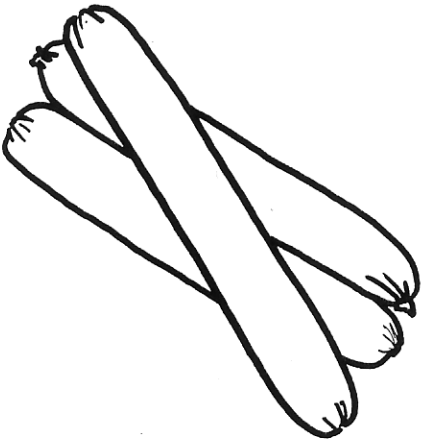
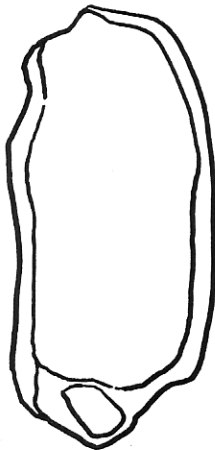
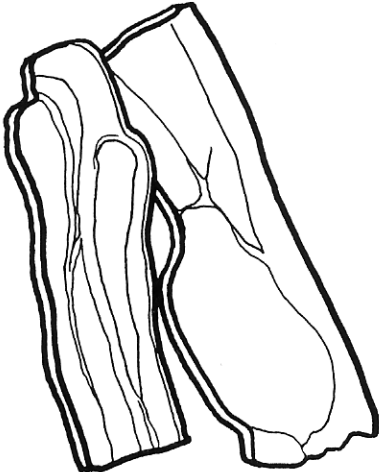
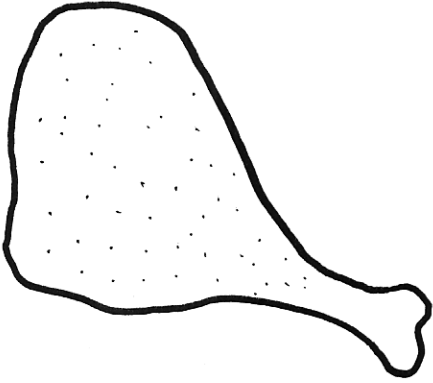



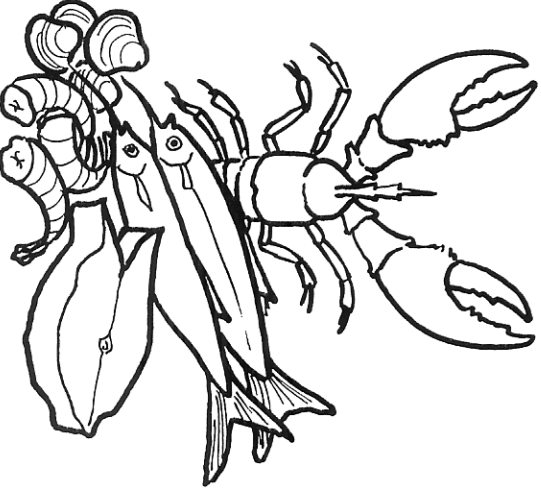

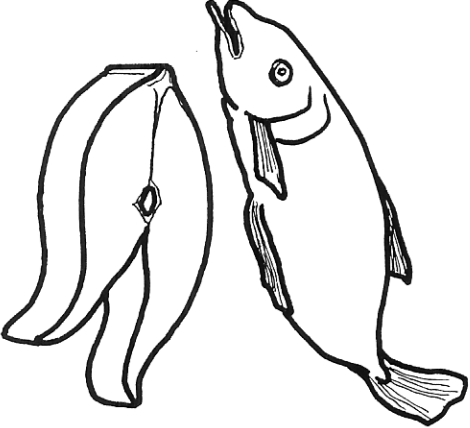
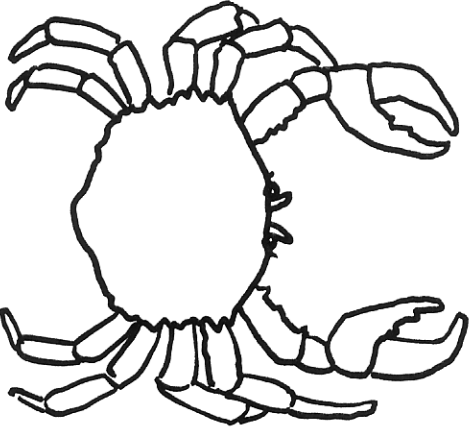
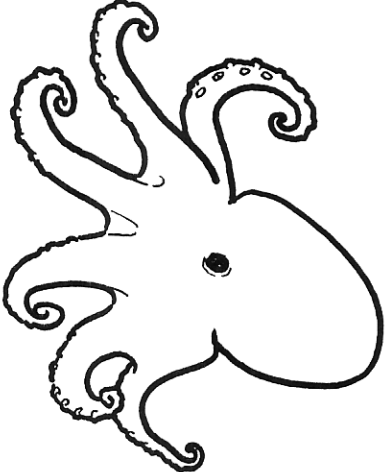

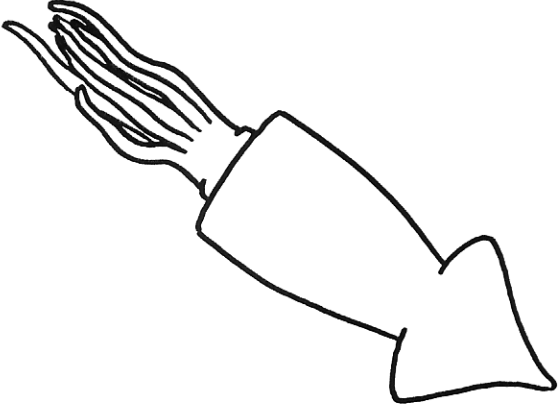
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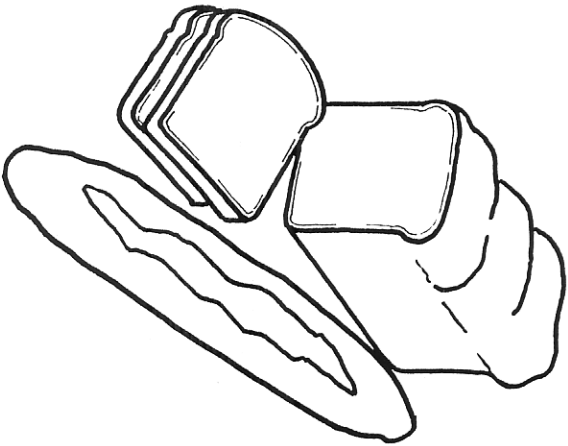

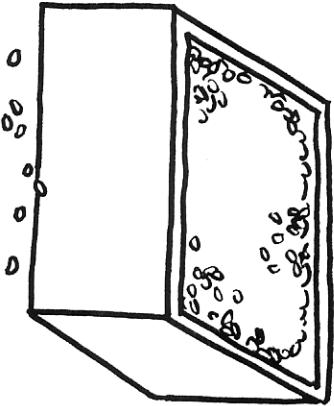

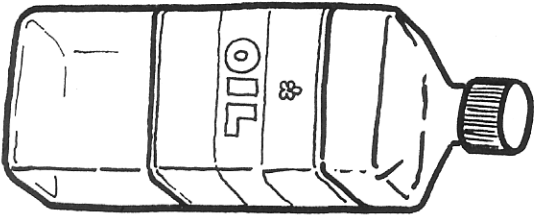
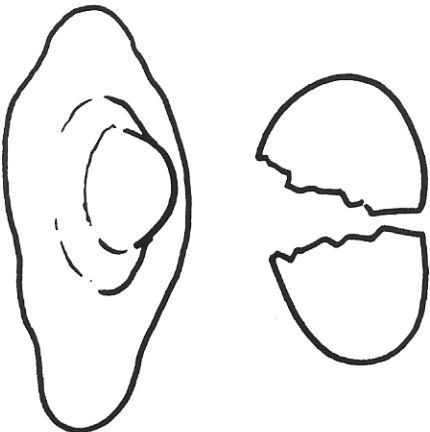
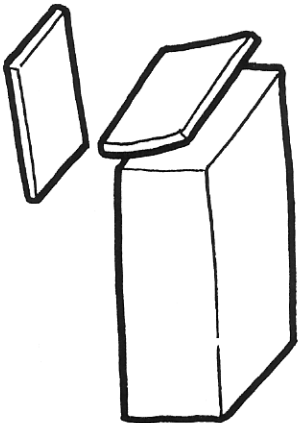
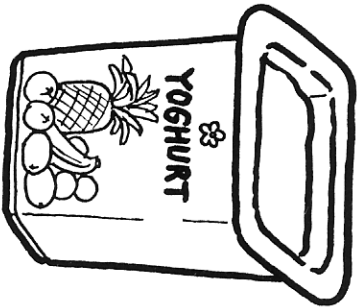
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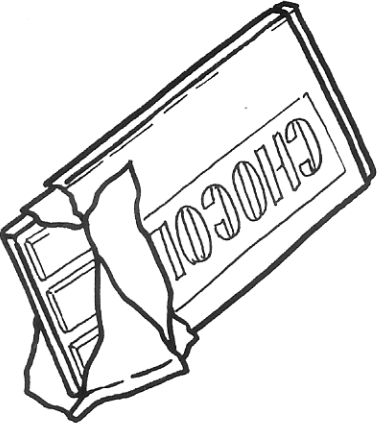
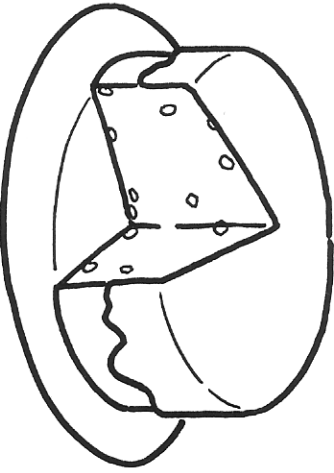

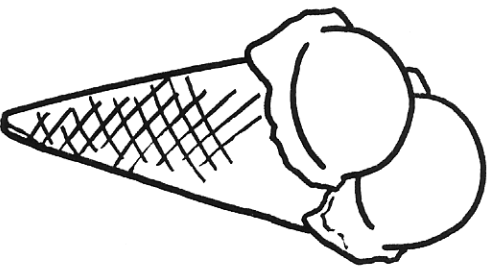
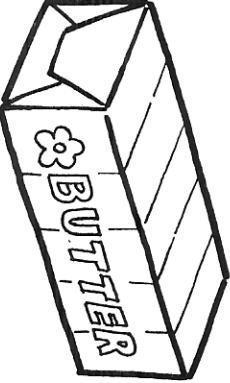

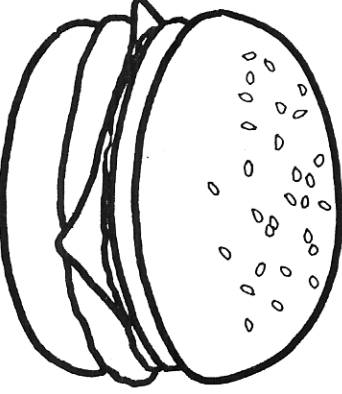
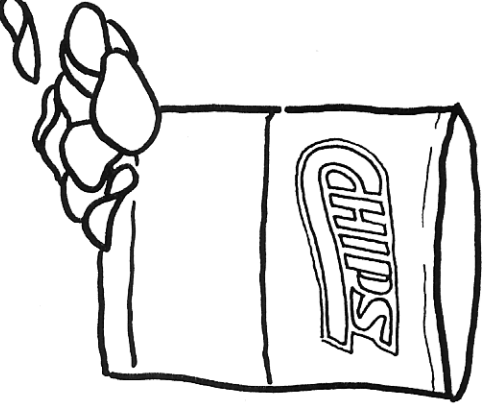
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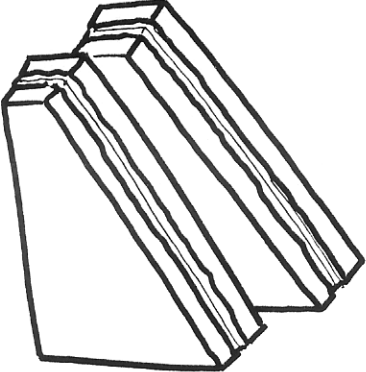
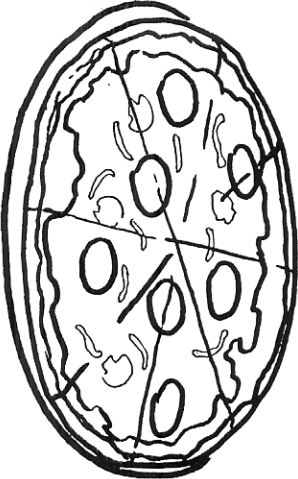
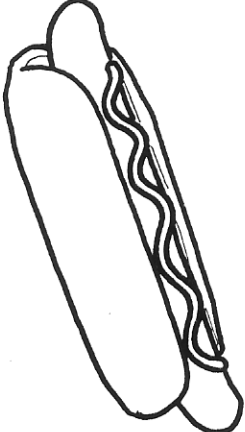
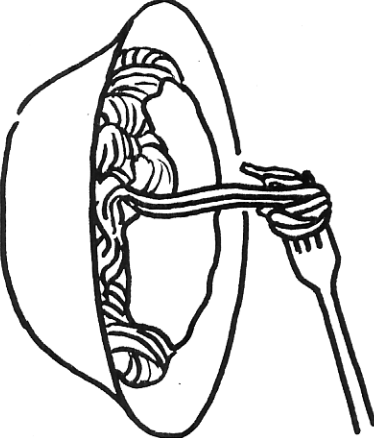
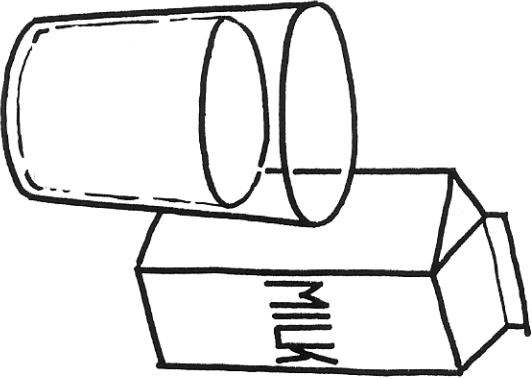
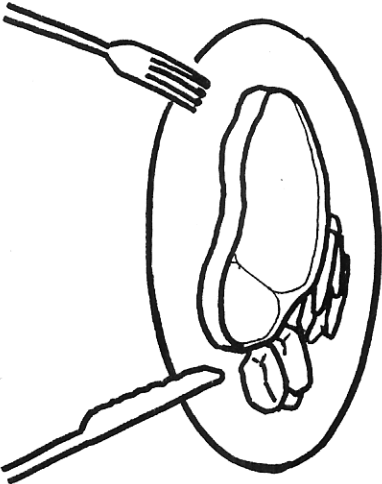
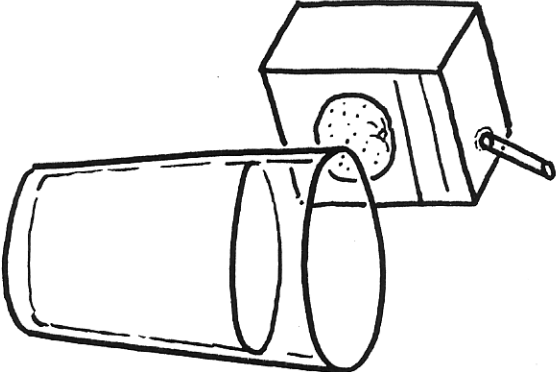
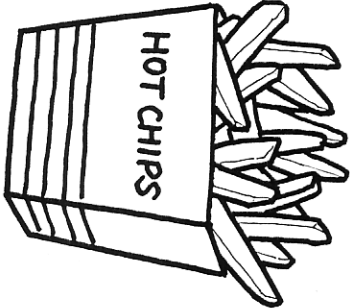


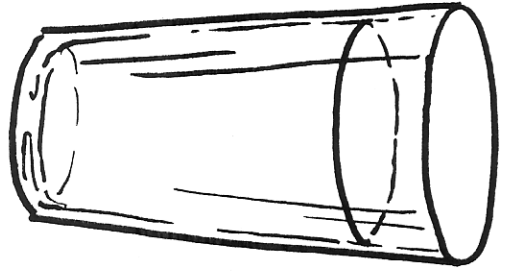
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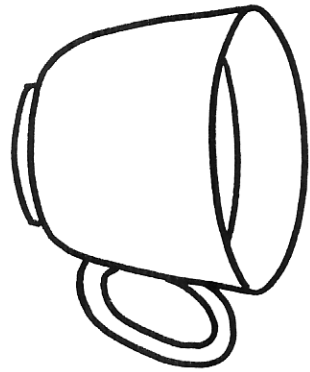
			
			
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あぶら	たまご	チーズ	ヨーグルト

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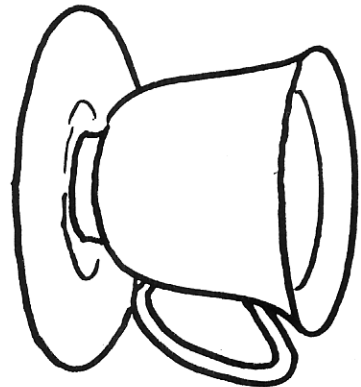
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ジュース		フライドポテト	



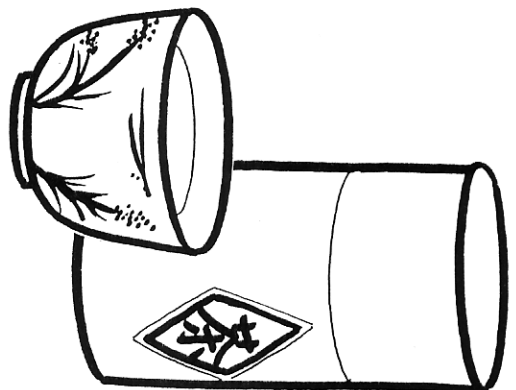
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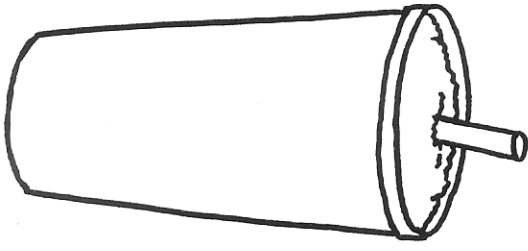
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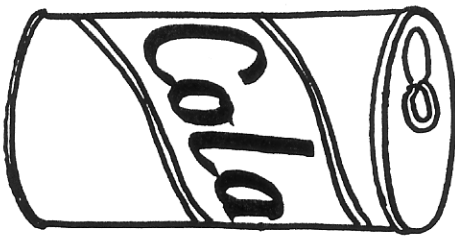
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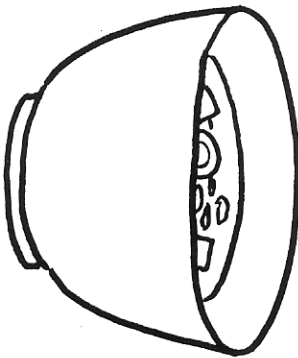
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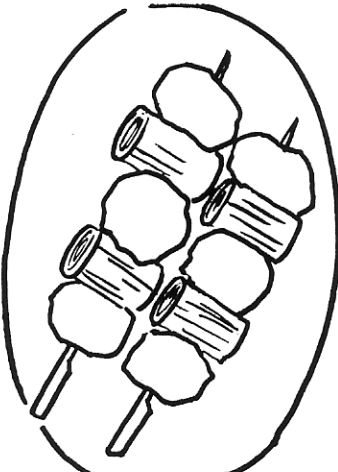
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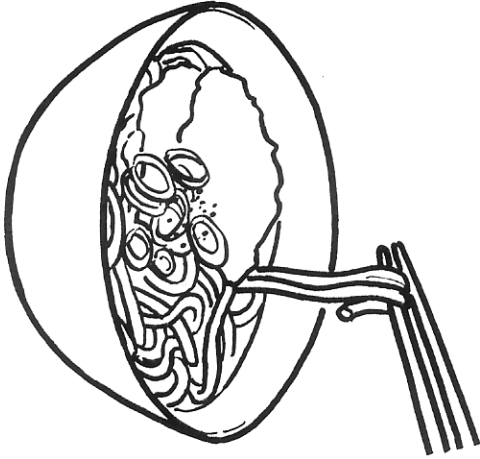
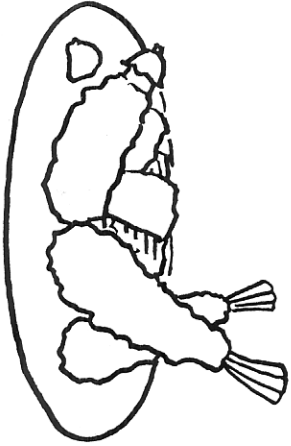
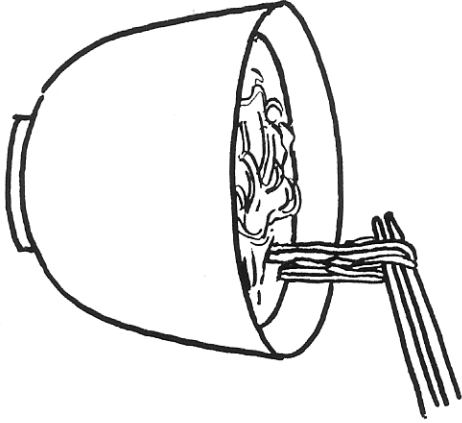
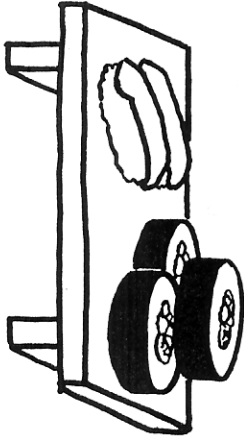
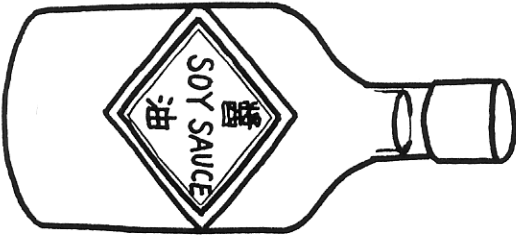

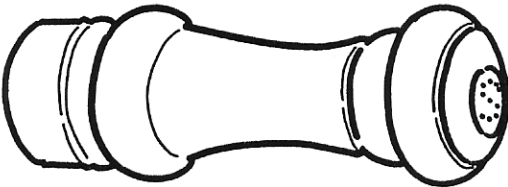
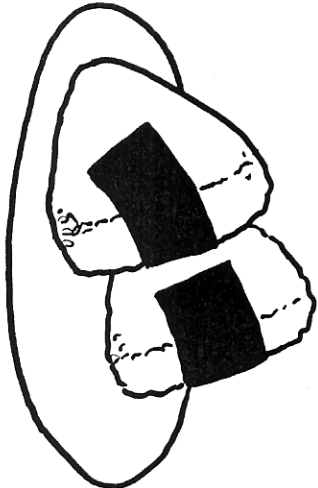
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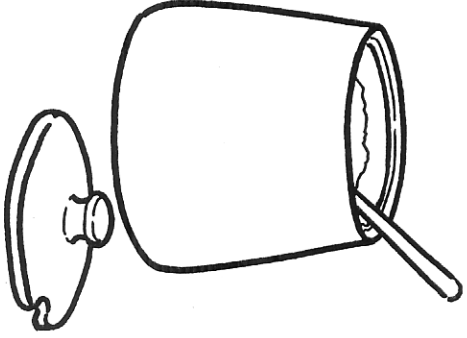
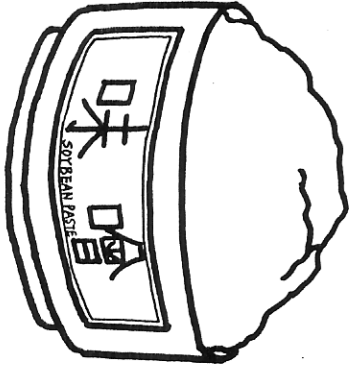
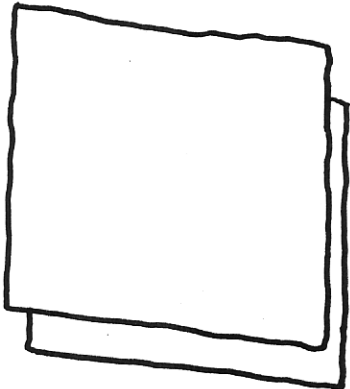

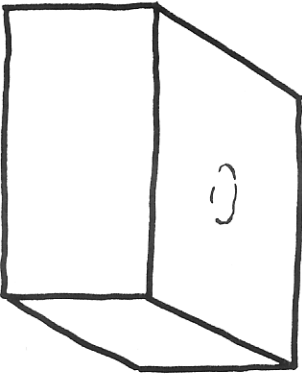
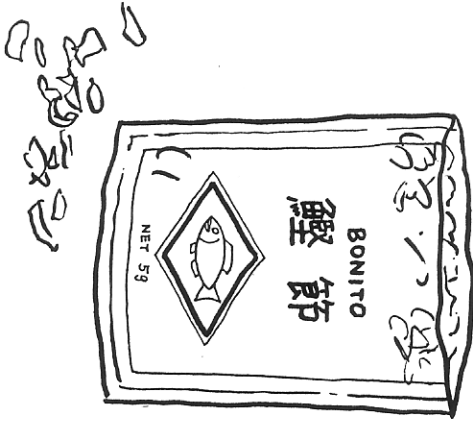
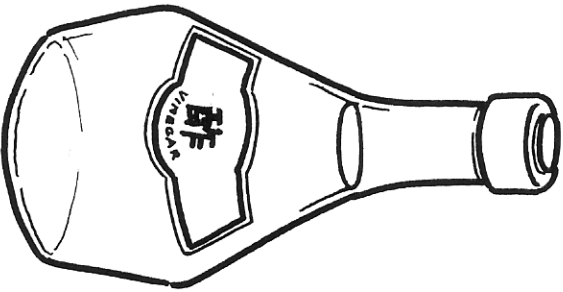
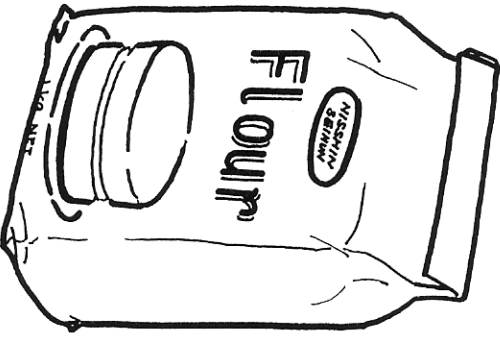


みそしる



やきとり

うどん		てんぷら	
そば		すし	
しょうゆ		おこのみやき	
しお		おにぎり	

			
<p>さとう</p>	<p>みそ</p>	<p>のり</p>	<p>わかめ</p>
			
<p>とうふ</p>	<p>かつおぶし</p>	<p>す</p>	<p>こむぎこ</p>



## 💡 Game and activity ideas for food and drinks 💡

### 1 - *Kaado tejina* (Card tricks)



This game and the next one are very good for learning vocabulary and for practicing “*Kore wa nan desu ka.*” “*\_\_\_\_\_desu.*” This can be used not only for food and drinks but for any topics including hiragana recognition.

A person who asks questions sits at a table facing the class with three to five cards, depending on the student's ability level. The student holds up one card at a time and asks the class “*Kore wa nan desu ka.*” (What is this?) The class answers “*\_\_\_\_\_desu.*” (It is \_\_\_\_.) After each question and answer, the card is placed face down on the table. Once all cards have been displayed, the student changes the position of the cards three or four times, slowly enough to give the class a chance to keep up.



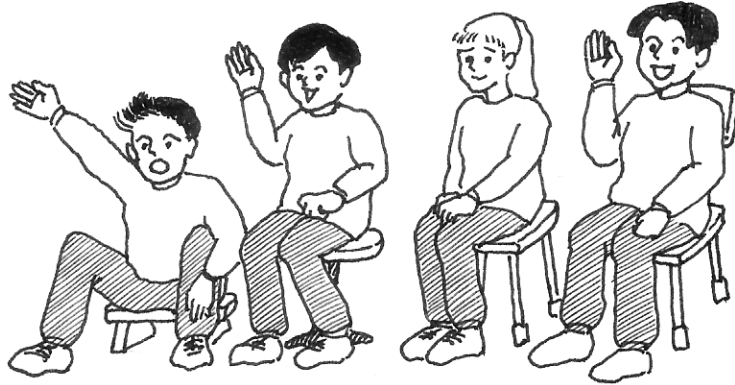
Finally point to one card only and ask the class “*Kore wa nan desu ka.*” If the class answer is right, say “*Hai, soo desu.*” (Yes it is.) If not, say “*Iie chigaimasu.*” (No it is not.)



You can have students raise their hand to answer. I find, however, that when performed as a team game, the students cooperate and concentrate more and you can have more students say the words. When I play this as a team game, if the whole team calls the correct answer together, they receive a point. The team which has the most people with raised hands after the question is asked is allowed to answer first. If they are wrong, another team is chosen. If students are excited and it is difficult to determine which team should answer, I have one person from each team play *Janken* to win the right to answer.

## 2 - *Kachi nuki* game

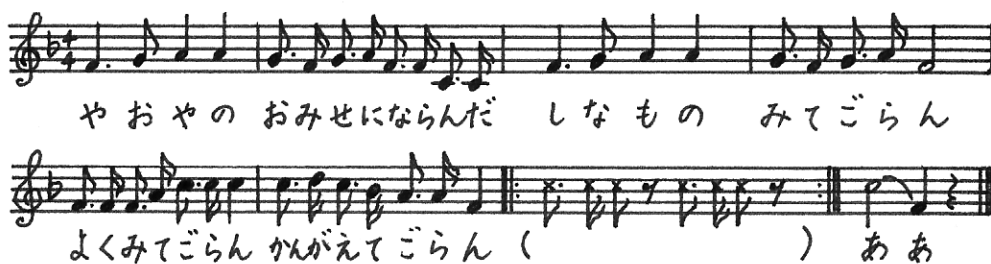
Arrange four chairs facing the class in ascending order. If possible have four different quality chairs. Divide the class into four teams. Have one member from each team come forward and play *Janken* to decide where they sit. Only when the person sitting in the top chair answers a question correctly does that person's team win a point.



The teacher shows a flash card to the four contestants and the class and asks "*Kore wa nan desu ka.*" Of the four people playing, the first to raise their hand is allowed to answer, within three seconds. If the answer is correct, the player moves up a position, swapping with the person above them. If the person sitting in the top position answers correctly, they receive a point for their team and must be replaced by one of their team mates. If the answer is wrong, or if the player takes more than three seconds to answer, that player moves down a position, swapping with the person below them. If the person in the lowest position gets a wrong answer, that person's team is given minus one point.

## 3 - Song "*Yaoya no omise*"

This song is a game for learning fruit and vegetable names.



For the last part of this song, the teacher calls out one fruit or vegetable name showing its picture card to the class. The class repeat after the teacher. The teacher either sticks the card to the board or rests it on the blackboard ledge.

Now you need a second fruit or vegetable name for the second verse, so have a student choose the next fruit or vegetable and place the picture card next to the first one.

The class then sings the song again, finishing with the teacher calling out both names. For example, “*ninjin, kabocha*” which the students then repeat “*ninjin, kabocha*”. For the third verse, another fruit or vegetable is selected and its card is placed next to the others. This time however, the teacher does not call out the vegetable names first, the students call the three vegetable names out themselves. Keep doing this up to eight to ten times in total, so students are saying eight to ten vegetable names by the end of the song.



You can make this more exciting, and make the students think more by turning a card over after the students have sung all ten. Without the song or melody, have the students name all ten vegetables. If they can do this, turn another card over and have them try again. I wonder if some of your students can say all ten fruit and vegetables once all the cards are turned over. I can manage this sometimes, but not always. Even when trying my hardest, I have been beaten by my students.

#### 4 - Imagination game

This game is more fun when played in teams. The rules are almost the same as those for the card trick game. Show a flash card hidden by cardboard to the class. Gradually slide the cardboard down to reveal the top of the flash card picture.

If a team can correctly recognise what the picture is, they receive five points. If no one can answer, show a bit more of the picture. If a team can correctly recognise what the picture is now, they receive four points. If still no one can answer, show more of the picture for three points. The more of the picture you show, the less points are given for correctly recognising the picture.

#### 5 - Worksheets “*Yasai*” and “*Kudamono*” (Vegetables and Fruit)

If students can name the fruit or vegetable on the right hand side of the page, they can colour them in. Then after cutting along the dotted line, the students cut each vegetable out and paste them on the right plates.

#### 6 - Worksheet “*Ierukana ?*”

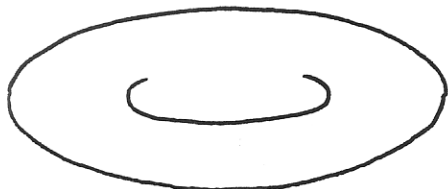
This is a colouring worksheet. If students can name a vegetable, they colour it in. There are two capsicums, one is an “*aka piiman*” (red capsicum).

# くだもの

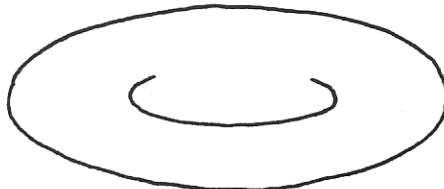
なまえ:



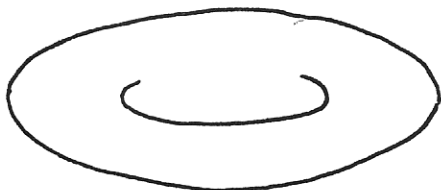
1. なまえがいえたら  
いろをぬりましょう。
2. かた지를きりぬいて  
たたくはりましょう。



すいか



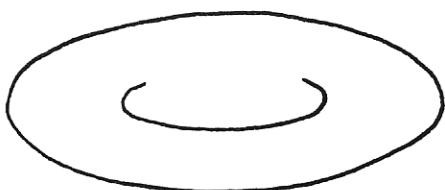
いちご



なし



もも



りんご



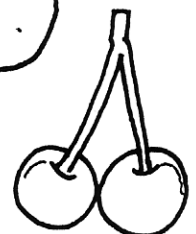
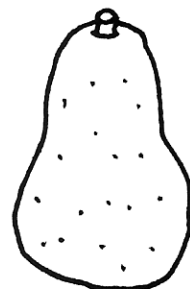
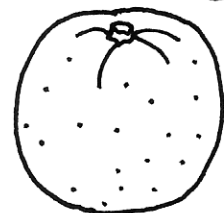
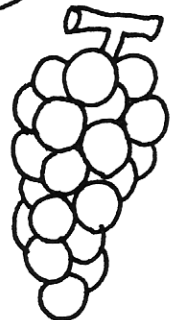
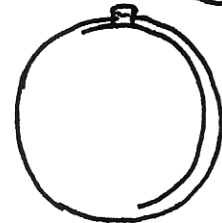
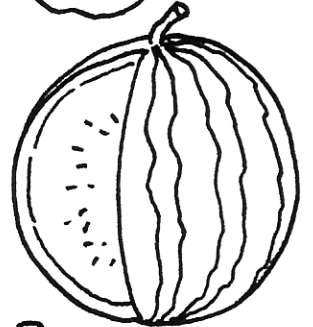
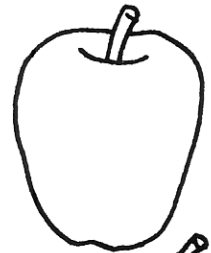
みかん



ぶどう



さくらんぼ

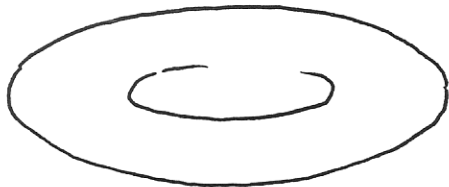


# やさい

なまえ:



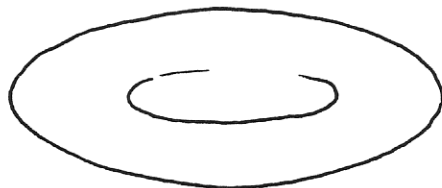
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いろをぬりましょう。
2. かたちをきりぬいて  
たたくはりましょう。



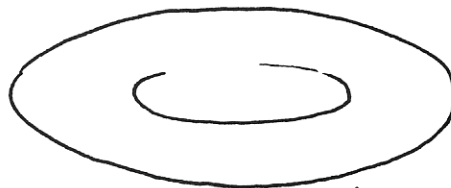
えんどう



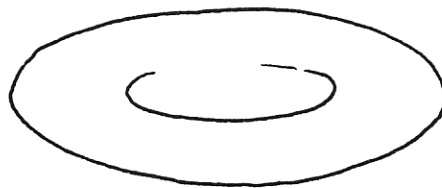
にんじん



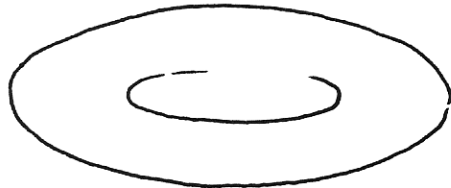
たまねぎ



じゃがいも



きゅうり



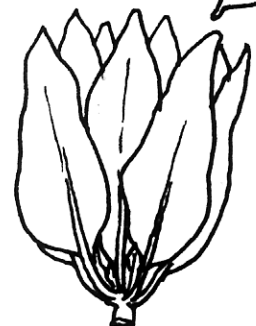
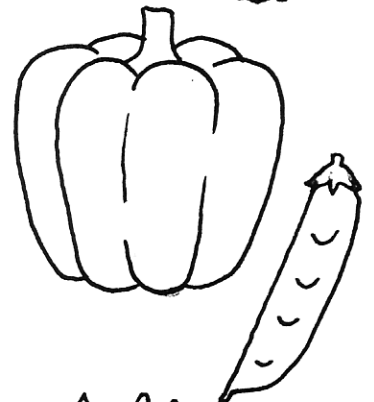
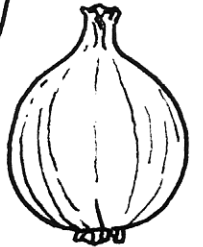
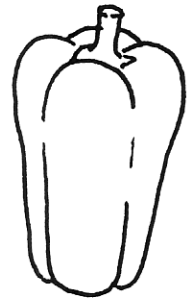
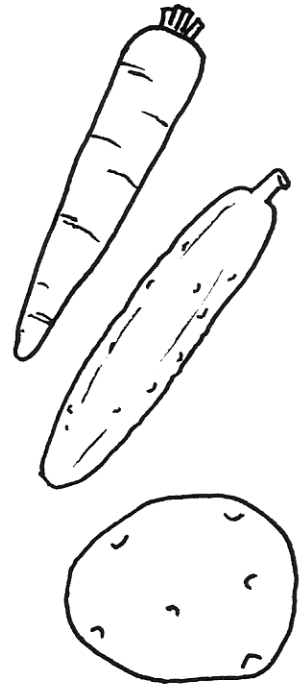
ぴいまん



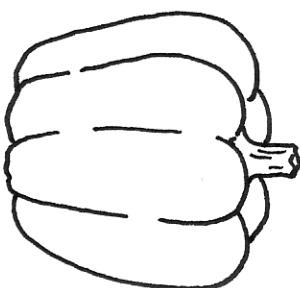
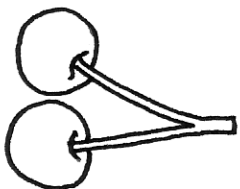
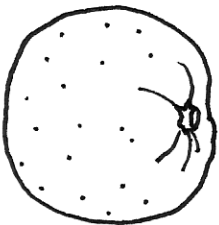
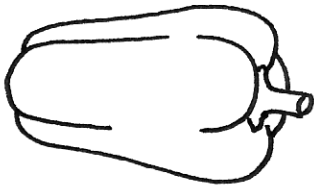
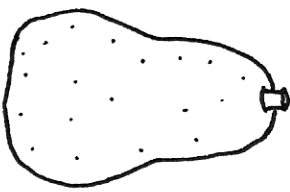
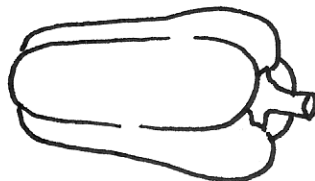
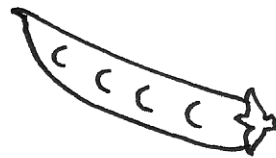
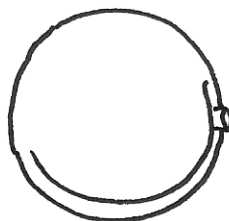
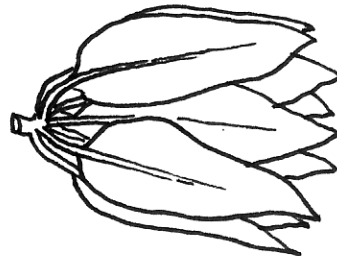
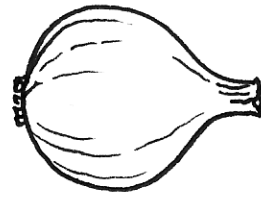
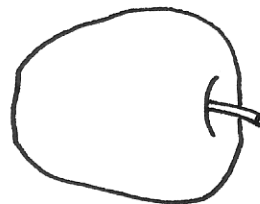
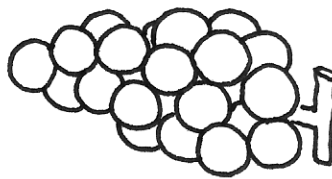
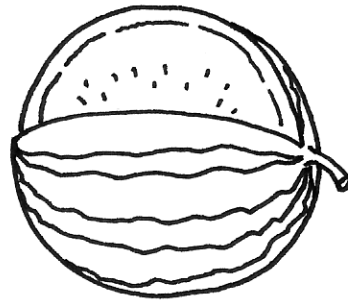
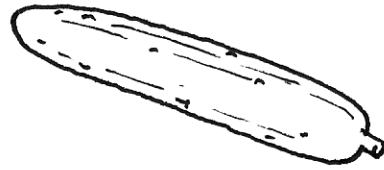
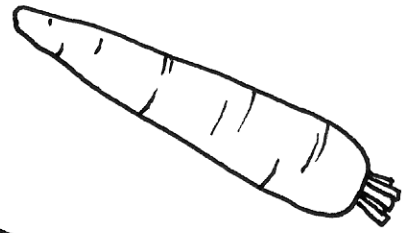
かぼちゃ



ほうれんそう



# いえるかな？ —— やさいとくだもの —— なまえ：



# よんでえをかきましょう

なまえ:

1. もも	2. りんご	3. いちご	4. なし
5. さくらんぼ	6. すいか	7. ぶどう	8. みかん
9. きゅうり	10. にんじん	11. たまねぎ	12. ぴいまん
13. だいこん	14. ジャガイモ	15. なす	16. かぼちゃ
17. とうもろこし	18. ほうれんそう	19. とまと	20. きゃべつ

## Teaching aid information

KYOZAI has a wide range of eight picture charts available. Each chart has eight large colourful pictures relating to a common topic which makes them useful for vocabulary introduction and testing, conversation practice, role play and shopping games. The charts have been plastacoated on the face side, for extra durability.

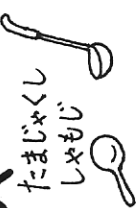


After my grade six class had learned the sentence patterns, we had free talk about food. My grade six students learned how to describe food and their daily meals using adjectives, past and present tenses and likes and dislikes. We talked about different foods. Some of the students were able to join in the conversation and talk about food quite well. Those that did not speak said they could understand what was being said. This was an impressive time. We finish off our series of lessons on food and drinks with a Japanese cooking lesson. Following is the instruction sheet which I used for cooking *katsudon* in the classroom.

# かつどん (4にんぶん)

## どうぐ

なべ  
すいはんき  
ほうちよう  
まないた  
ばうる



## ざいりよう

とんかつ (4まい) あがら (大1)  
たまねぎ (1こ) しょうゆ (大4)  
たまご (3~4こ) さとう (大2)  
こめ (2かっぱ) だし (1かっぱ)  
ねぎ (1ぽん)

## つくりかた

### 1. Cook rice.

\* すいはんき / なべ

Wash and rinse rice 3-4 times, then drain. Add 2.4 cup water and let it soak for 30 minutes. Place the pot on stove with the lid on, and cook over medium to low heat. When the rice boils, reduce heat and let it simmer until water is gone. Let it sit with lid on.

### 2. Cut たまねぎ into thin slices. Heat あがら in a pan and stir-fry たまねぎ.

### 3. Add だし, しょうゆ, さとう then bring to the boil.

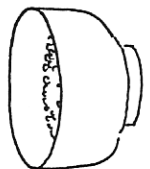
### 4. Cut とんかつ into 1-2 cm wide slices then cook in the sauce.

### 5. Beat たまご in a bowl and pour over the とんかつ, gently!!

### 6. Sprinkle chopped ねぎ.

## もりつけかた

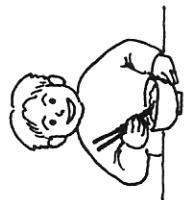
### 1. ばうるに ごはんを いれてください.



### 2. ごはんのうえに, たまご と かつを のせてください.



### 3. いただきます.



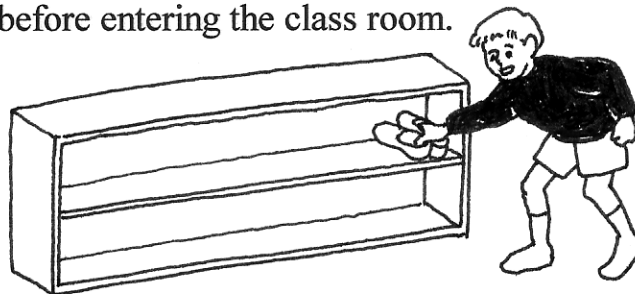


### 3. Clothing

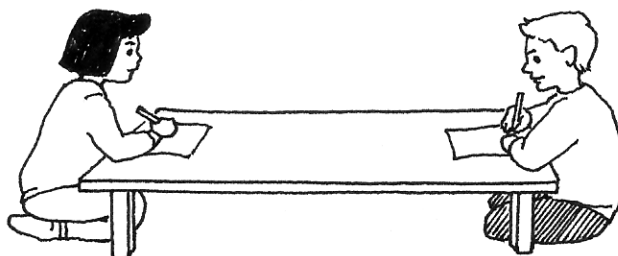
#### Language Exponents

<i>booshi</i> (hat)	<i>shitagi</i> (underwear)
<i>shatsu</i> (shirt)	<i>kutsushita</i> /
	<i>sokkusu</i> (socks)
<i>T shatsu</i> (T shirt)	<i>haisokkusu</i> (long socks)
<i>burausu</i> (blouse)	<i>kutsu</i> (shoes)
<i>seetaa</i> (sweater)	<i>nagagutsu</i> (gum boots)
<i>kaadigan</i> (cardigan)	<i>buutsu</i> (boots)
<i>toreenaa</i> (sweat shirt)	<i>sunika</i> (sneakers)
<i>jaketto</i> (jacket)	<i>tebukuro</i> (gloves)
<i>mafuraa</i> (scarf)	<i>beruto</i> (belt)
<i>zubon / pantsu</i> (trousers)	<i>seifuku</i> (uniform)
<i>sukaato</i> (skirt)	<i>kimono</i>
<i>hanzubon</i> /	<i>yukata</i> (cotton kimono)
<i>shooto pantsu</i> (shorts)	<i>obi</i> (sash for kimono)
<i>jiipan / jiinzu</i> (jeans)	<i>zoori</i> (Japanese sandals)
<i>supattsu</i> (leggings)	<i>geta</i> (wooden clogs)

By setting your room up in Japanese style, you will be able to involve clothing related language in your daily lessons. At the entrance to my classroom, which we call *genkan*, I have *kutsu bako* (shelves for shoes). All students must remove their shoes at the *genkan* and place them neatly on the shelves before entering the class room.

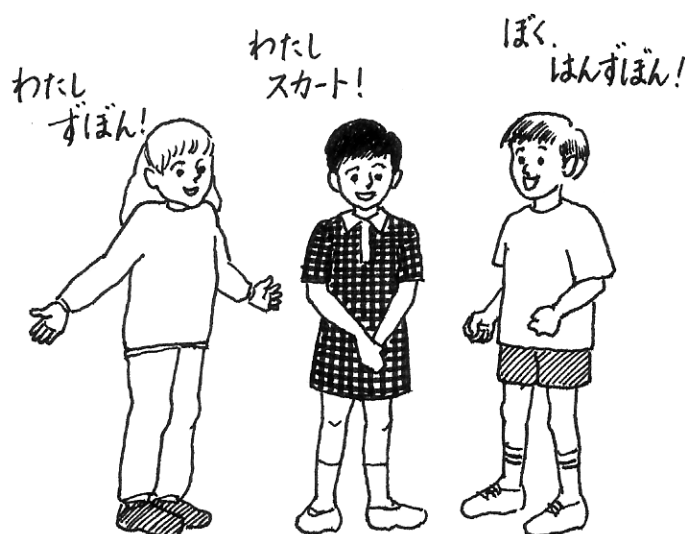


Students wearing hats must take them off and hang them on the hat pegs. On the clean carpet, there are no chairs. Students sit on the floor and do their writing work at low tables.



Because it is a class rule to remove shoes and hats, I often have to tell the students “*Kutsu o nuide, booshi o nuide.*” (Take off your shoes, take off your hat.) The students now understand and can say these commands, even though I have never explained them in English. For example, if a student forgets to remove his hat, often one of his friends will say “Chris, *booshi o nuide.*” (Chris, take your hat off.) or even just “*Booshi, booshi*”. I think it is good for the students to learn these easy expressions naturally. It is easy to involve clothing-related vocabulary in daily lessons.

- Idea 1** When you let the students into the class, have them come in groups by saying “*Buutsu no hito haitte kudasai.*” (People wearing boots, please come in.) or “*Sukaato no hito haitte kudasai.*” (People wearing skirts, please come in.)
- Idea 2** When you have a chat at the start of a lesson, you can talk about clothes. For example “*Jessica no seetaa wa kirei desu ne.*” (Jessica’s jumper is pretty, isn’t it?) or “*Tom no zubon wa kitanai desu ne.*” (Tom’s pants are dirty/muddy, aren’t they?)
- Idea 3** You can involve not only clothing but colours and adjectives such as *kirei* (pretty), *kitanai* (dirty), *atarashii* (new).
- Idea 4** When you play games, you can divide the class into teams based on the clothes they are wearing.



## 🔦 Game and activity ideas for clothing 🔦

### 1 - Worksheets “*Iro o nurimashoo*”

The teacher or a student calls out “(Clothing) *wa* (colour) *desu.*” For example “*Shatsu wa midori desu.*” (The shirt is green.) The class then colours that piece of clothing in the right colour.

### 2 - Kids charts game

Prepare kids charts, pictures of kids wearing different types of clothes. You can make your own Kids charts by enlarging and colouring the worksheets “*Iro o nurimashoo*”.

Show each chart to the students for ten seconds and count from *ichi* to *juu*. Then turn the charts over and ask the students questions. For example, “*Shatsu wa nani iro desu ka.*” (What colour is the shirt?) or you can ask the clothing name for example “*Midori wa nan desu ka.*” (What is green?) Students answer the questions based on what they remember from seeing the chart for ten seconds. These charts can be used in this memory game to revise colour and clothing vocabulary or can be used for conversation practice and tests.

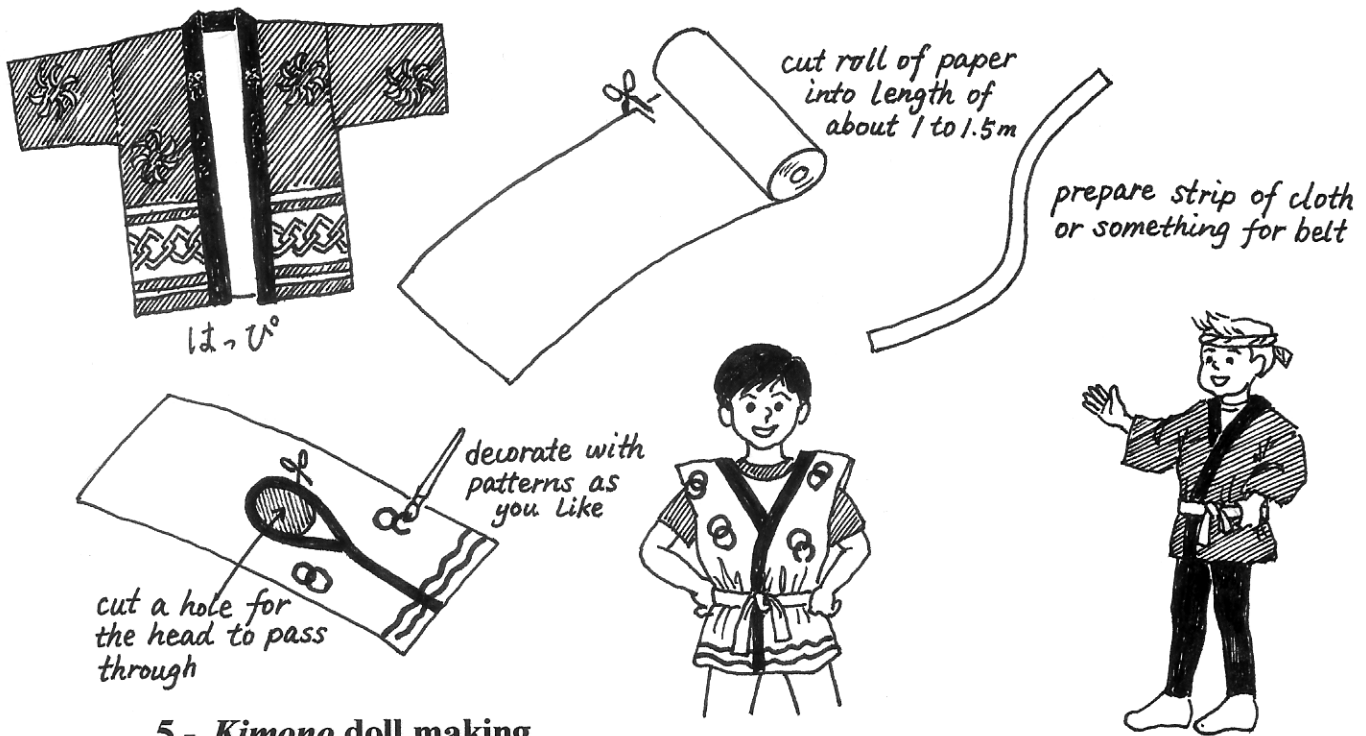


### 3 - *Kisekae ningyoo* (Dress up doll)

Copy the master onto cover paper. Students colour in clothing pieces if they can say their names. Depending on the students ability, they may make their own pieces of clothing.

### 4 - *Happi* jacket making

A “*happi*” is a jacket that is worn at Japanese festivals. If you have a Japanese cultural day, this is an easy and enjoyable activity.



### 5 - Kimono doll making

Using *chiyogami* (beautifully patterned origami paper) or wrapping paper cut into squares, you can make a girl wearing a *kimono*. She can be made into a decoration by pasting onto cardboard or attaching string to her, or she can be used as a bookmark. You can make a boy by changing the head.

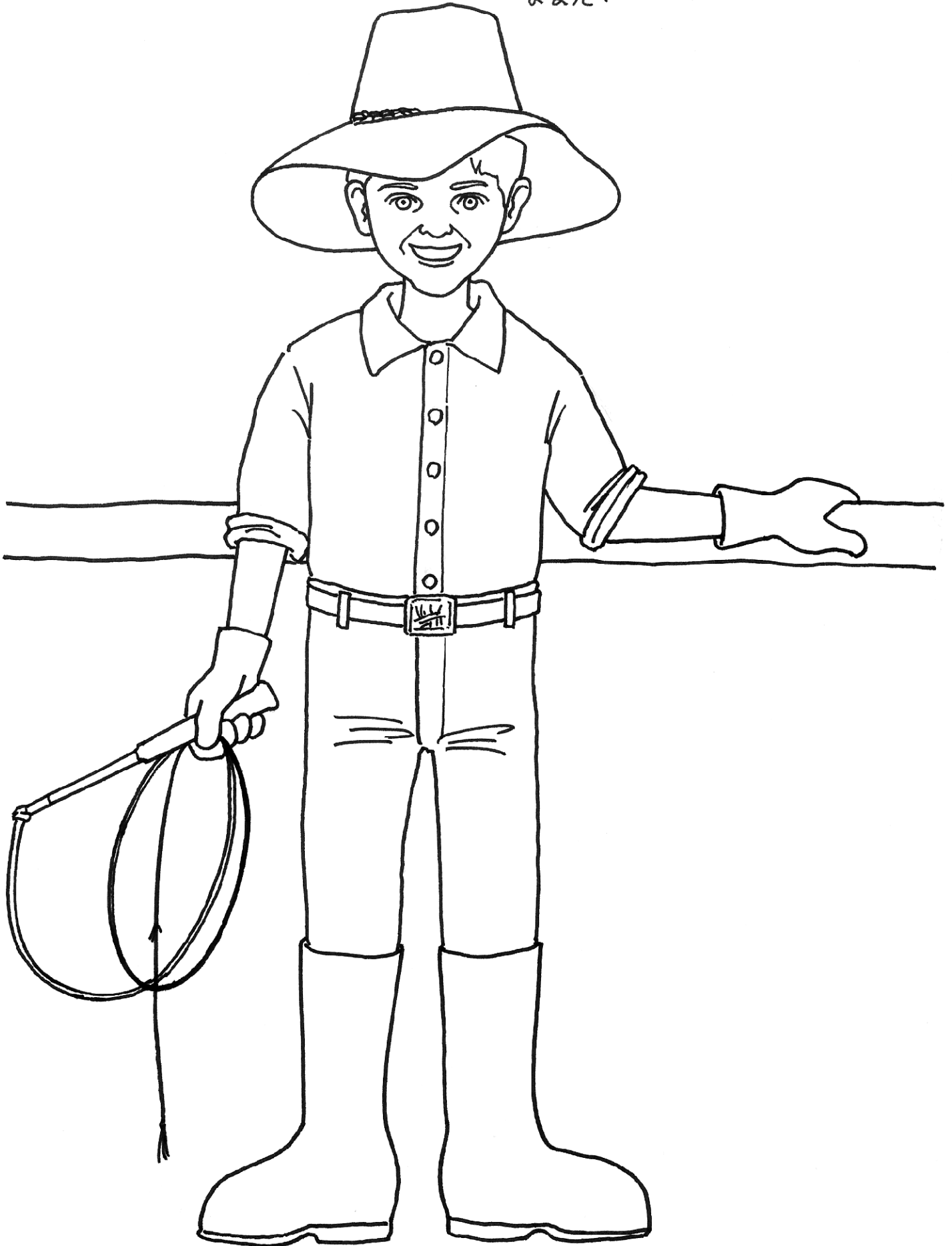


I am often asked what the difference between *kimono* and *yukata* is. *Kimono* is a traditional Japanese garment. The pattern, style, fabric and colour are different depending on the occasion for which a *kimono* is to be used. Normally *kimono* are made from silk, however there are also wool and synthetic *kimono* as well. A *yukata* is a *kimono* like cotton robe with simple dyed patterns, which is for relaxing in. Often people wear *yukata* at the *Bon* festival in summer. *Yukata* are not very expensive.



# いろをぬりましょう

なまえ:



# いろいろをぬりましょう

なまえ:



# いろいろをぬりましょう

なまえ:

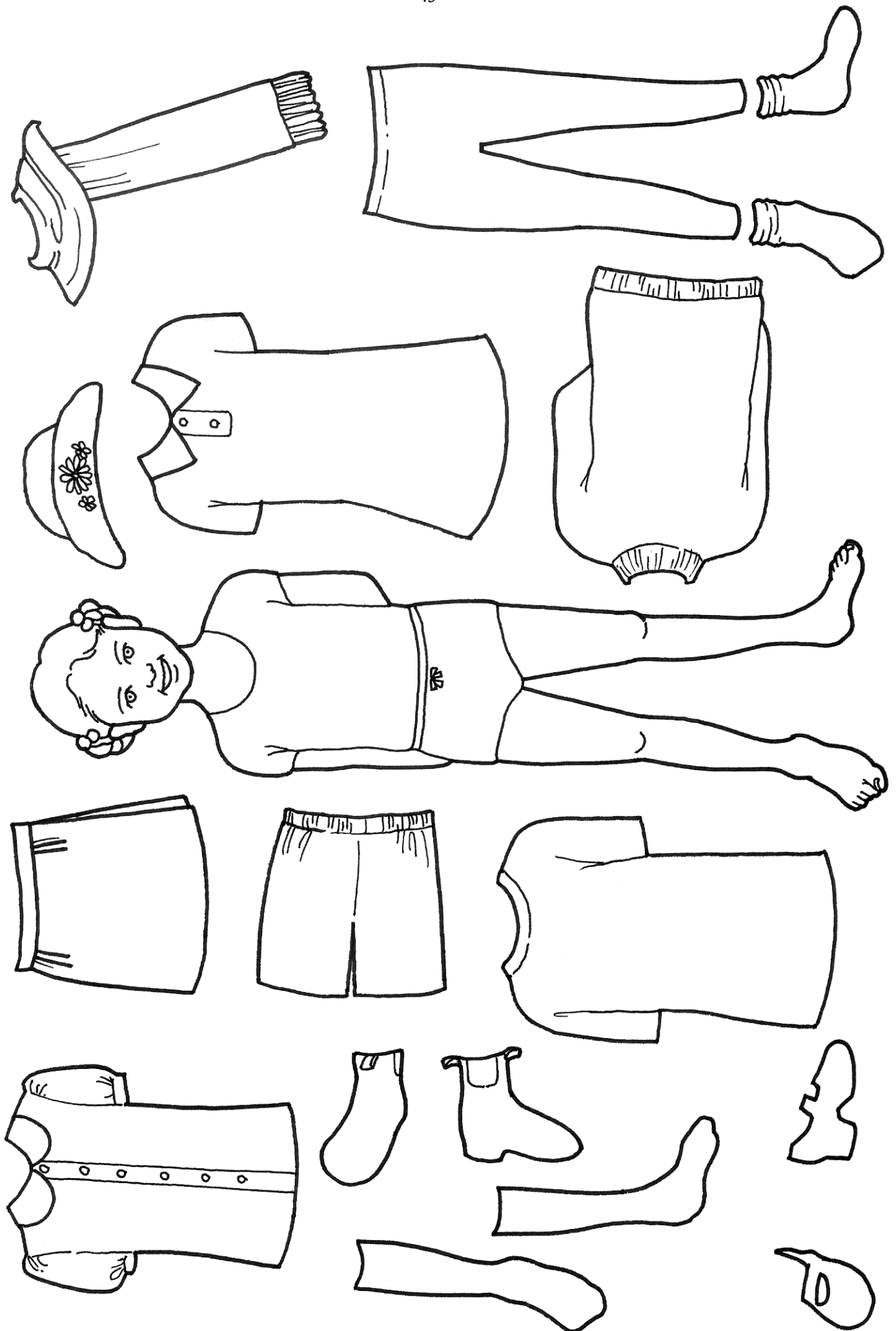


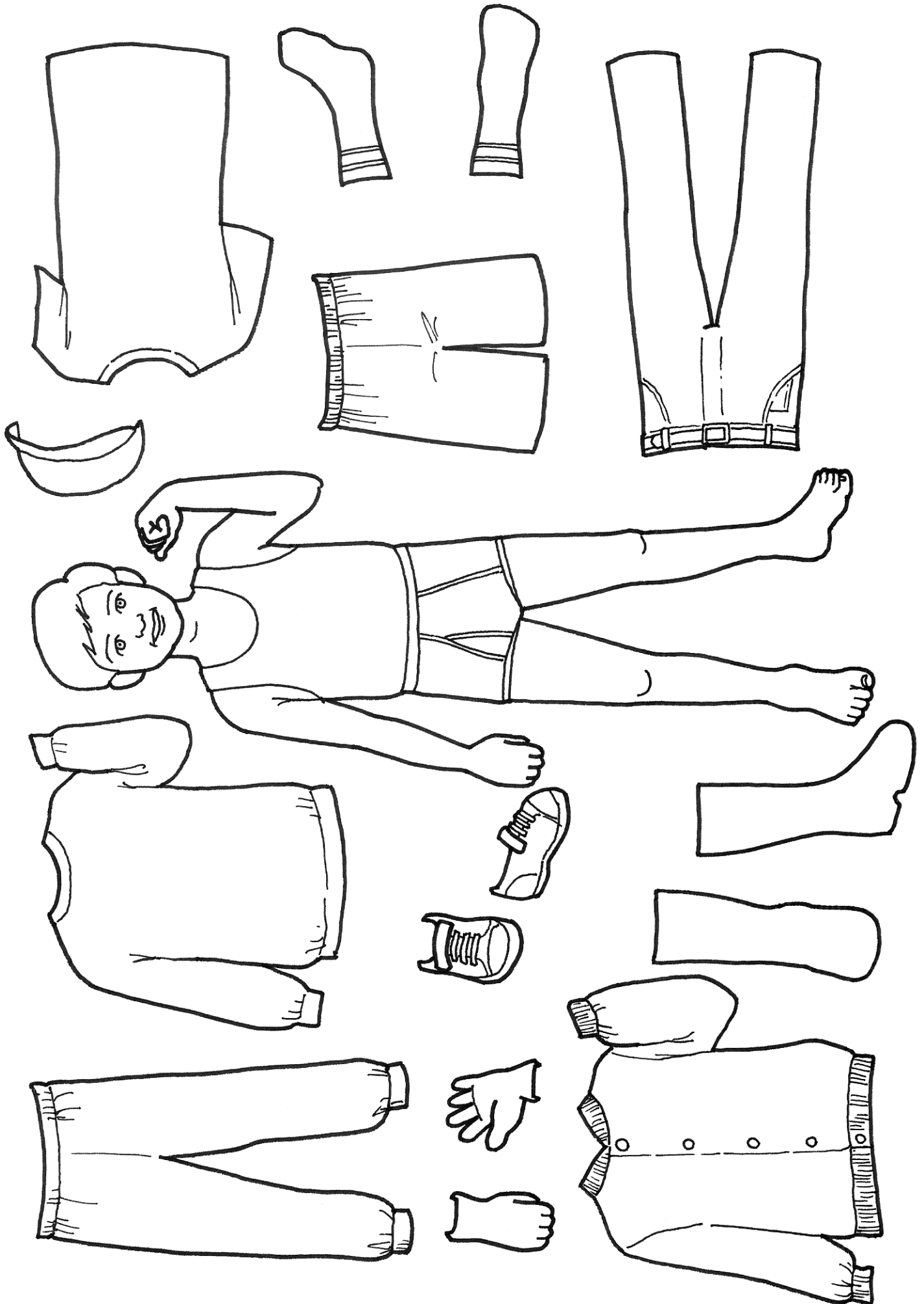
# いろをぬりましょう

なまえ:



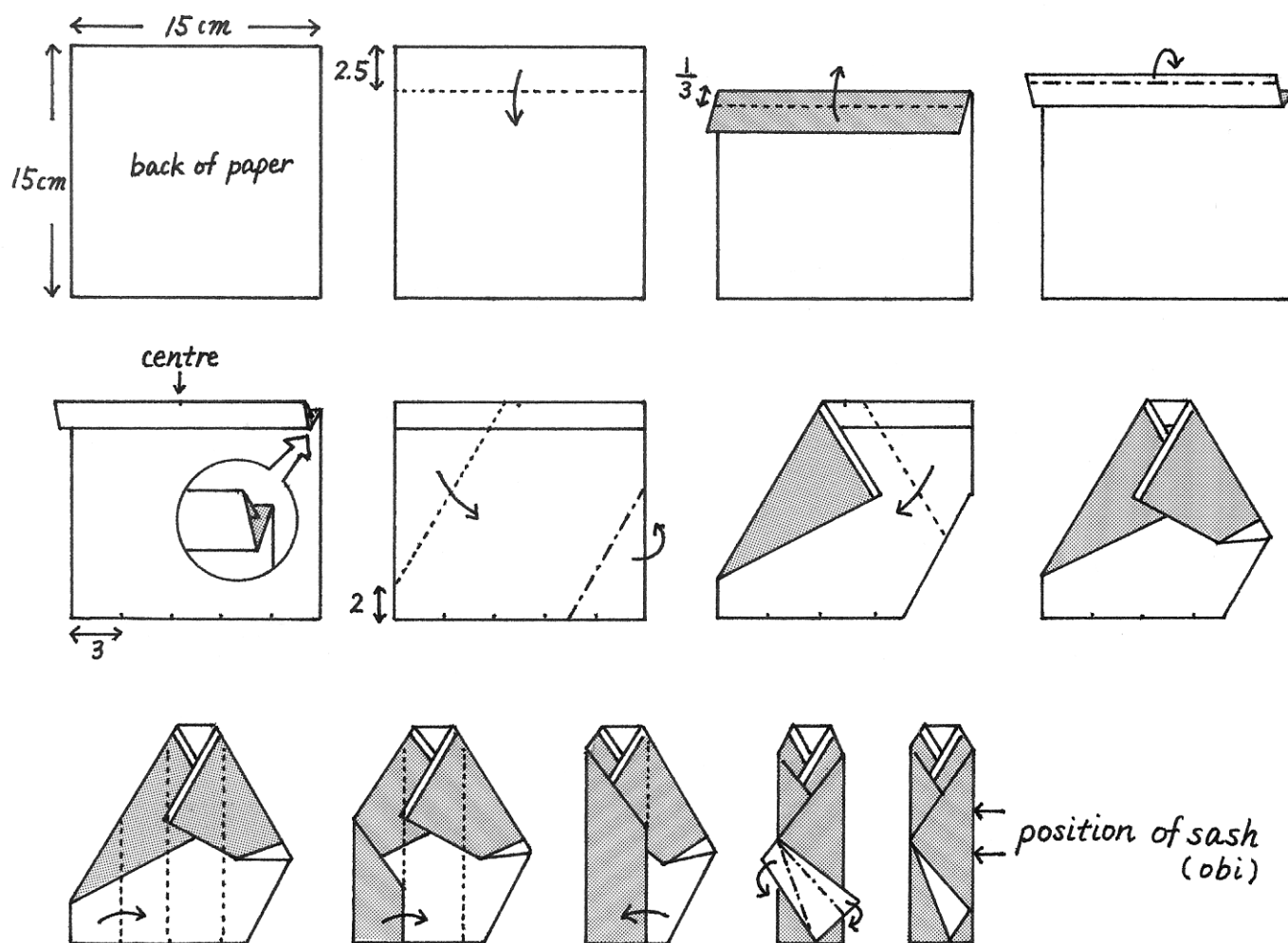




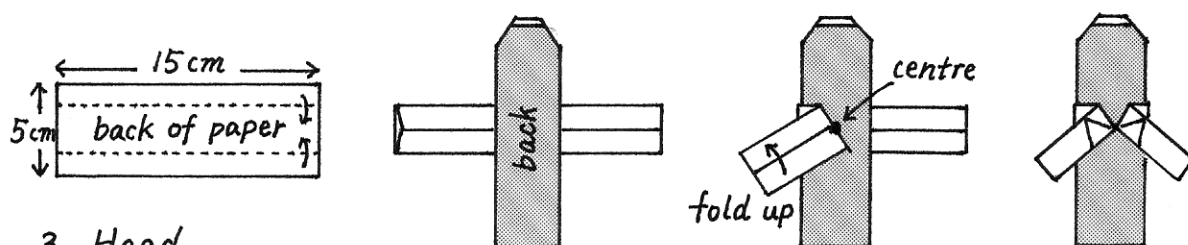


# How to make a *kimono* doll

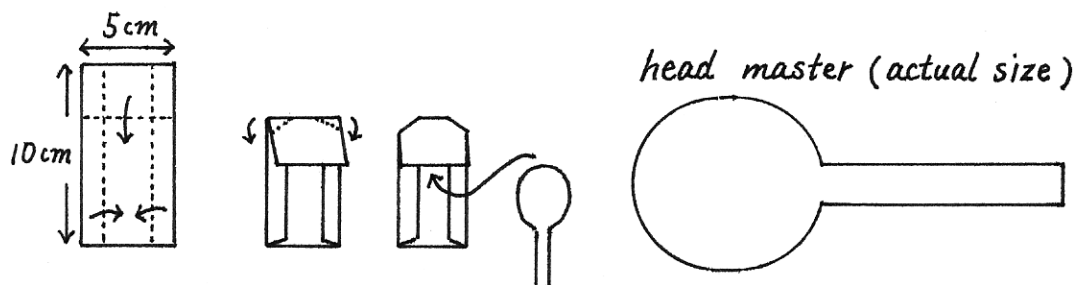
## 1. Body



## 2. Sash (Obi)



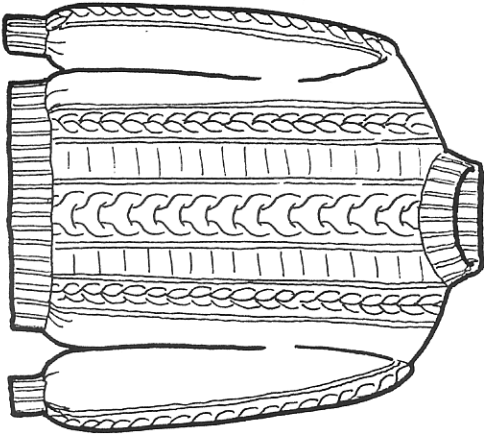
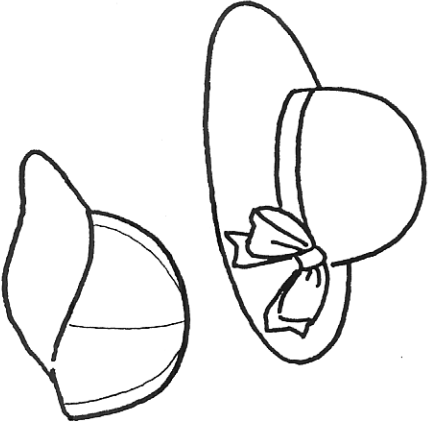
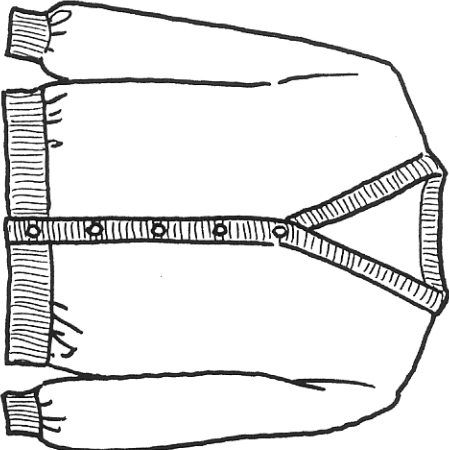
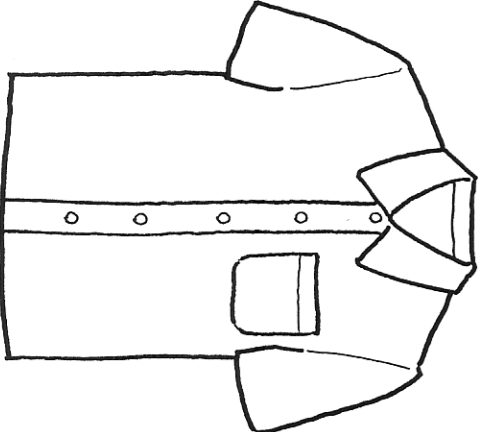
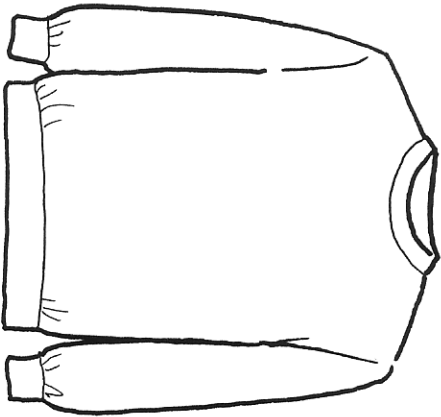
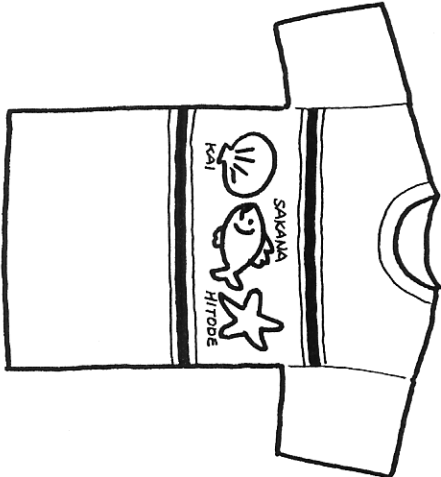
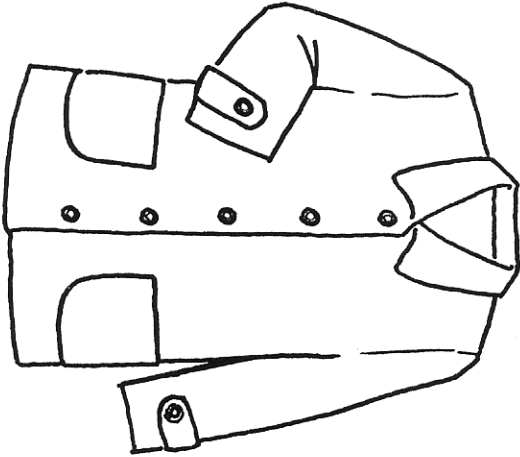
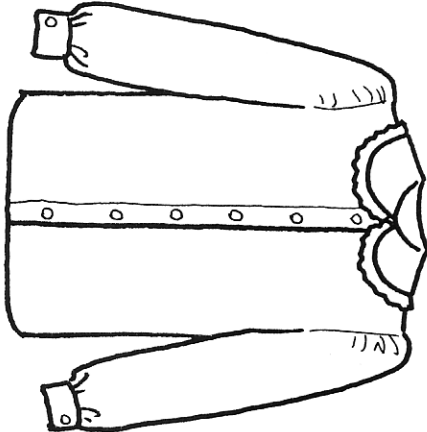
## 3. Head

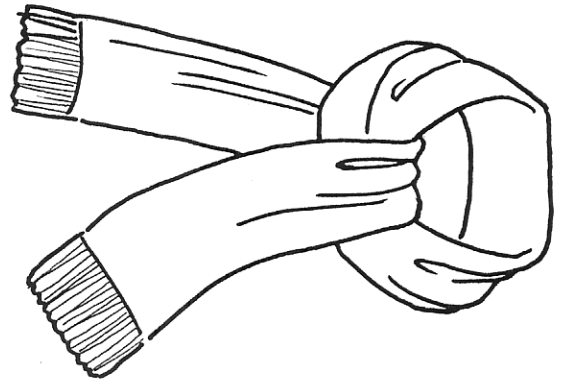




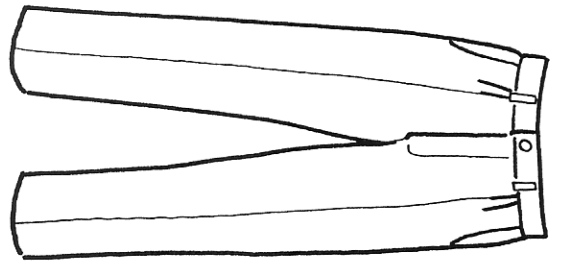




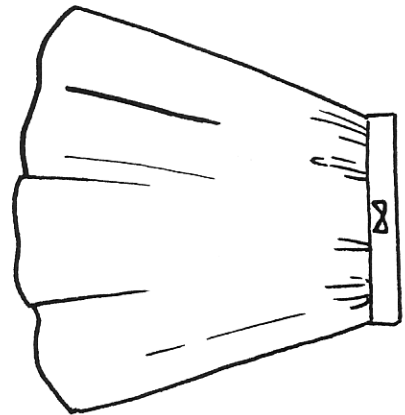
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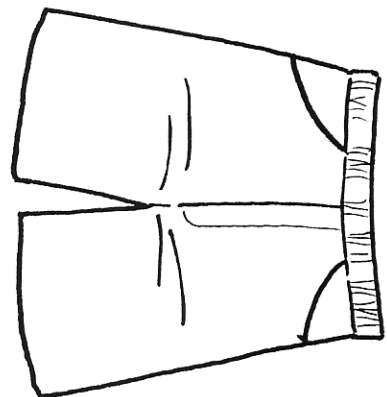
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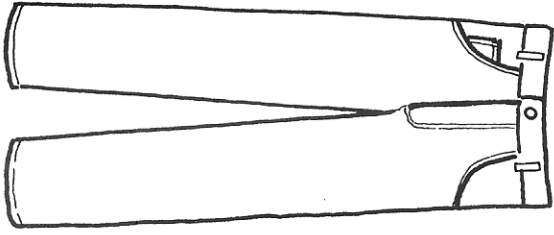
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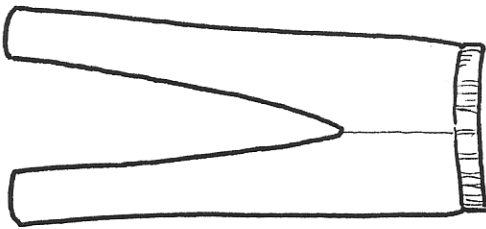
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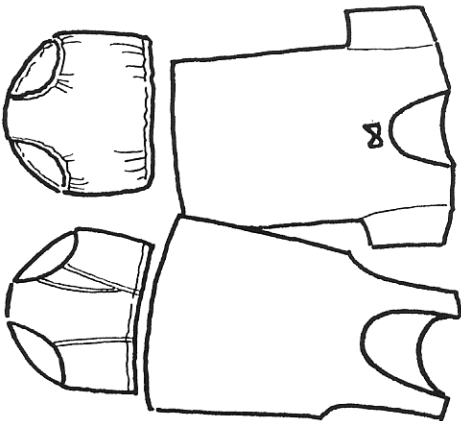
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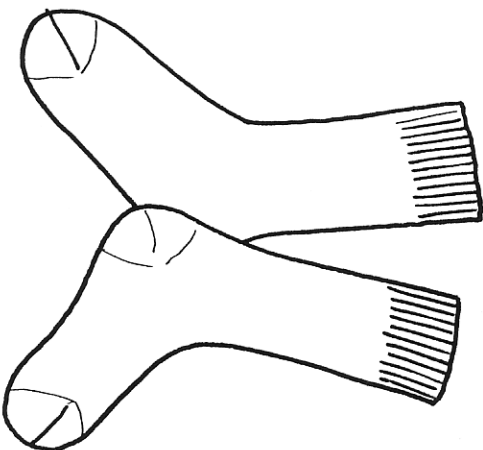
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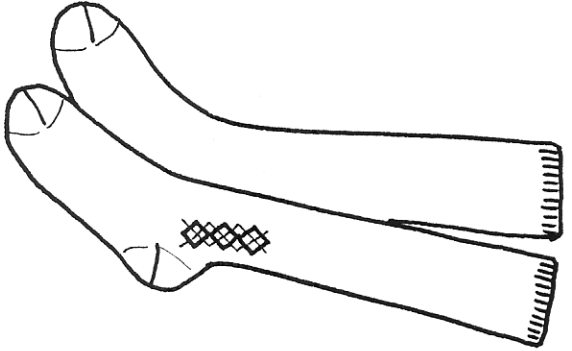
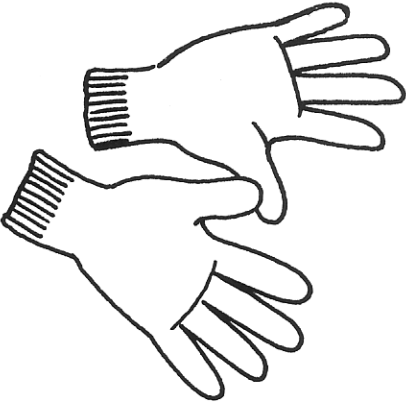
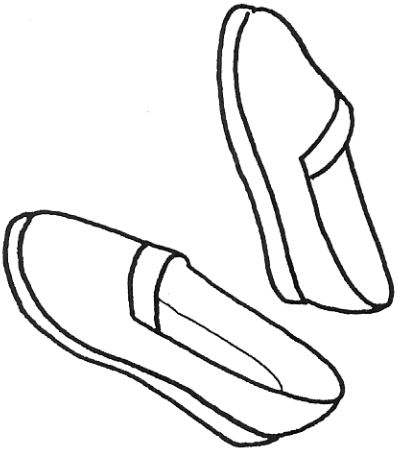
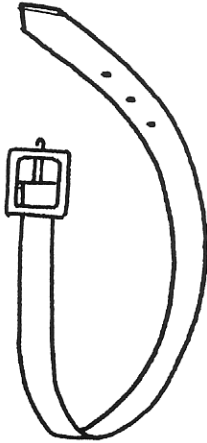
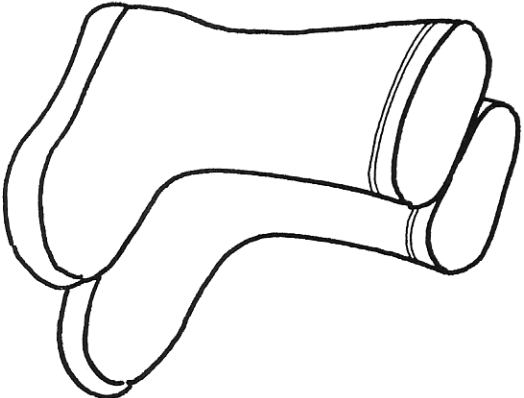
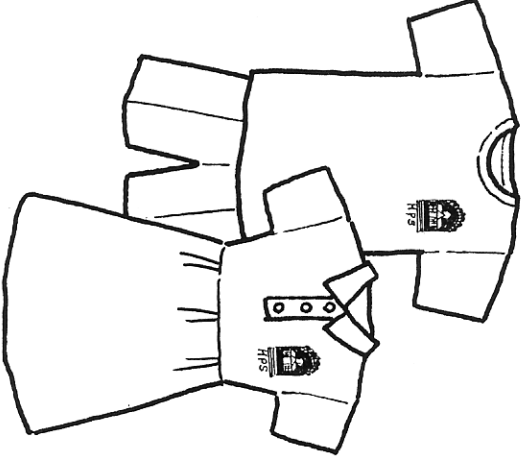
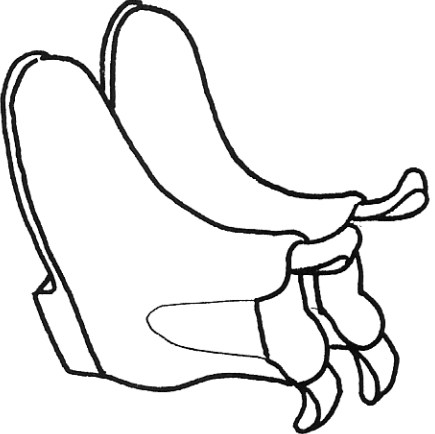
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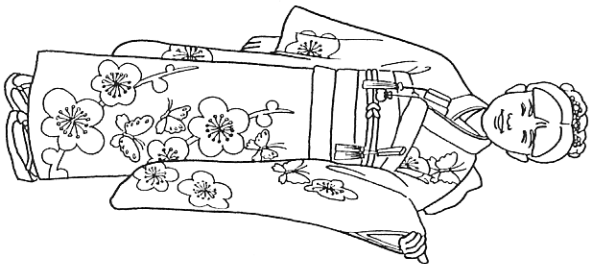
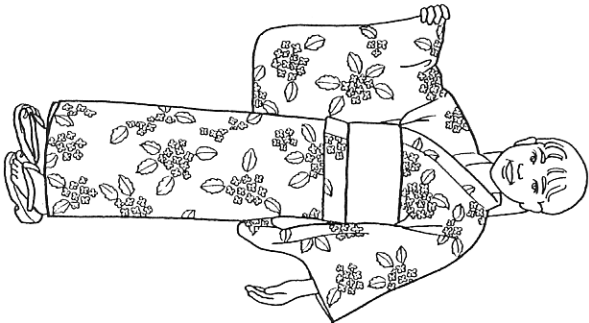
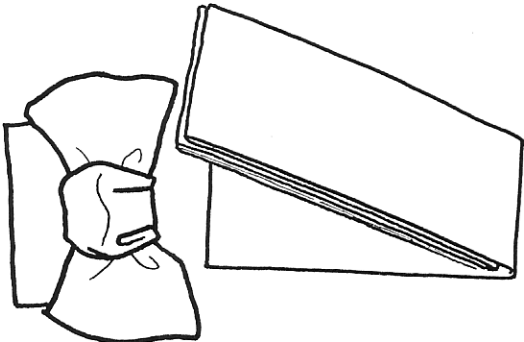
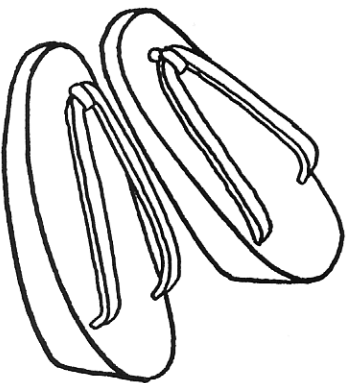
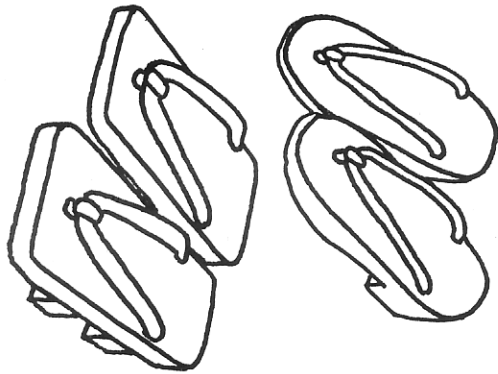
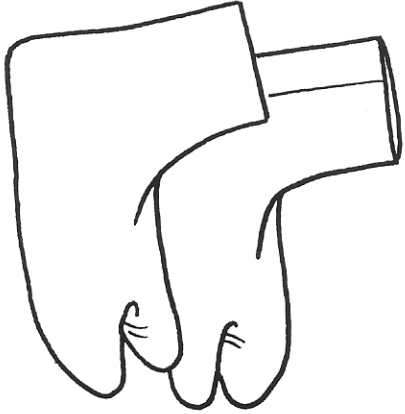
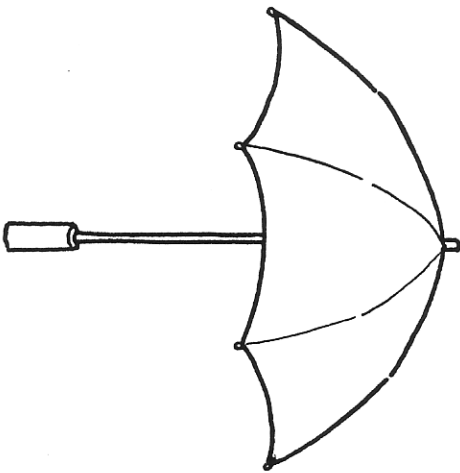
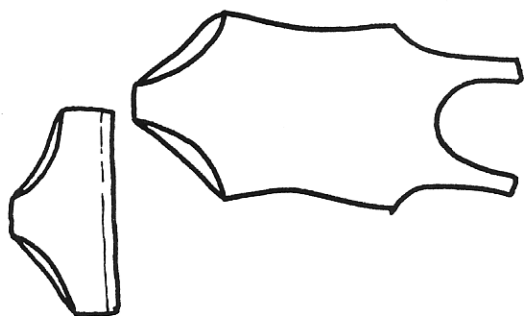
したぎ



ソックス

スニーカー		ハイソックス	
手袋		くつ	
ベルト		レインブーツ	
セーター		ブーツ	



				<p>きもの</p>	<p>ゆかた</p>	<p>おび</p>	<p>ぞうり</p>					<p>げた</p>	<p>たび</p>	<p>かさ</p>	<p>みずき</p>
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## 4. Likes and Dislikes

### Lesson Sample

- 1 - After you have finished the standard daily greetings and questions, place a card with sentence patterns on the board.

\_\_\_\_\_ が すきです。

\_\_\_\_\_ が きらいです。

- 2 - Read the sentence patterns with the students out loud. This becomes hiragana recognition practice. Where there is a blank “\_\_\_\_\_”, say “*nani nani*” (such and such). Once you have read this, you can practice. “*Kirai desu*” can be a little bit difficult for students to say. Make sure the “*ra*” sounds similar to “*la*”.
- 3 - Tell the class a couple of things that you like. For example, “*Watashi wa aisukuriimu ga suki desu.*” (I like icecream.) “*Neko ga suki desu.*” (I like cats.) “*Sumoo ga suki desu.*” (I like sumo.) If you don’t say things other than food, students can misunderstand that “*suki desu*” means “yummy” or “delicious” and not “like”. Your facial

\_\_\_\_\_ が すきです。



expressions are very important. As you say each thing you like, place its picture card on the board.

- 4 - Next, say the things you hate. Using a disapproving facial expression, say the things you don’t like. Such as “*Vegemite ga kirai desu*” (I hate vegemite.) “*Hebi ga kirai desu.*” (I hate snakes.) Again, place the picture cards on the board as you say each one. Students will understand that the flashcards along the top are what the teacher likes, and those along the bottom are what the teacher hates.
- 5 - Ask the students “*Nani ga suki desu ka.*” (What do you like?) Place emphasis on “*nani ga*” and “*suki*”. The students should be able to understand the questions, however, if they don’t, say some examples such as “*hando tennis, chokoreeto, basuketto booru*”, using examples

the student probably likes. If the student answers one thing, repeat it in a full sentence, using the “\_\_\_\_ *ga suki desu.*” pattern.

- 6 - Next, ask the students something they do not like. “*Nani ga kirai desu ka.*” (What do you hate ?) After you have asked the likes and dislikes of a number of students, you can have them do the worksheet “*Suki desu, kirai desu*”. Have the students draw some pictures of a couple of things they like and hate on the work sheet. After students have drawn the pictures, if they are able to write in hiragana, they may write the names of the objects on the worksheet. Have the students present their worksheet to the class, showing what they like and hate by using the “\_\_\_\_ *ga suki desu.*” and “\_\_\_\_ *ga kirai desu.*” patterns. (Worksheet masters are on page 55 )



## Game and activity ideas for likes and dislikes



### 1 - *Jikoshookai kontesuto* (Self introduction contest)



I have found this is the best activity to have each student learn *suki desu* and *kirai desu* patterns. This is very easy to operate, so please give it a go. By allowing successful students to perform their self introduction in front of a school assembly, I found many students were highly motivated to learn the language patterns including *suki desu* and *kirai desu*.

Students simply introduce themselves, however they do this to an audience similar to a speech contest. I operate this at a class level, where students do their self introduction facing their own class and teacher. I try to get them to say as many things about themselves as they can, however, name, age, grade, likes and dislikes must be said. Depending on the student's ability, they may be able to say more about themselves.

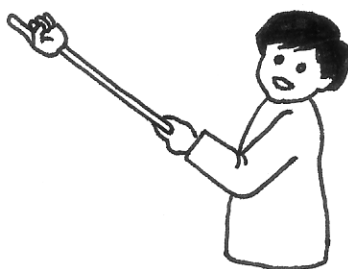
### *Jikoshookai* Sample

<i>Minasan ohayoo gozaimasu</i>	(Good morning everyone.)
<i>Boku wa / Watashi wa</i> ____ <i>desu.</i>	(I am ____.)
____ <i>nensei desu.</i>	(I am in grade ____.)
<i>Boku wa / Watashi wa</i>	
____ <i>ga suki desu.</i>	(I like ____.)

*Boku wa / Watashi wa*

\_\_\_\_\_ *ga kirai desu.* (I hate \_\_\_\_.)

*Doozo yoroshiku*



This is something you say when meeting people, asking favours or asking the listener to assist or be friendly. There is no direct translation in English for this expression.

When students wish to say more, they may use the following samples.

\_\_\_\_\_ *ga tokui desu.*

(I am good at \_\_\_\_.)

*Watashi no tanjooobi wa*

\_\_\_\_\_ *gatsu* \_\_\_\_\_ *nichi desu.* (My birthday is \_\_\_\_\_ the \_\_\_\_.)

*Watashi no kazoku wa*

\_\_\_\_\_ *nin desu.* (My family has \_\_\_\_\_ members.)

\_\_\_\_\_ *to* \_\_\_\_\_ *to*.....*to*

(\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are in my family.)

\_\_\_\_\_ *ga imasu.*

\_\_\_\_\_ *ni ikitai desu.*

(I want to go to \_\_\_\_.)

(*Shoorai wa*) \_\_\_\_\_ *ni naritai desu.*

((In the future) I want to be a \_\_\_\_.)

## 2 - “*Suki desu ka. Kirai desu ka.*” game

Prepare about ten picture or word cards to use for this game. Students must be familiar with those words and appropriate adjectives.

One student comes to the front of the room and stands facing the class. The teacher or another student selects one of the cards and holds it up behind the student so that he or she **can't** see it, but the class **can**. The class must not call out what it is. Ask the student “*Suki desu ka. Kirai desu ka.*” (Do you like it? Do you hate it?) And the student must answer either “*Suki desu.*” or “*Kirai desu.*” Then ask the student “*Dooshite.*” (Why?) The student then answers using “(adjective) *kara.*” (Because it's \_\_\_\_.) pattern for example “*Oishii kara.*” (Because it's delicious.) or “*Kawaii kara.*” (Because it's cute.) If this answer is inconsistent with the picture, this combination can be



very funny. Then ask the student “*Nan da to omoimasu ka.*” (What do you think it is?) Students answer “\_\_\_\_\_ *da to omoimasu.*” (I think it is \_\_\_\_.) The teacher or student can ask the whole class “*Kotae wa nan desu ka.*” (What is the answer?) Together the class calls out what the card is.

### 3 - Interview game

Using a research sheet, students are given a set time to interview their classmates and ask them “*Nani ga suki desu ka.*” and “*Nani ga kirai desu ka.*” then record their answers. At the end of the set time the teacher asks the whole class “(Student’s name) *wa nani ga suki desu ka.*” or “(Student’s name) *wa nani ga kirai desu ka.*” The students who interviewed this person can give their answer.

### 4 - Worksheet “*Suki desu kirai desu*”

This is the worksheet for lesson sample activity 6.

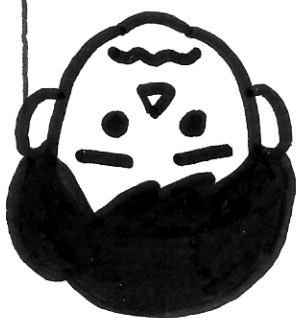
# すきです、きらいです

なまえ:

	どうぶつ	スポーツ	たべもの	のみもの
 すきです				
 きらいです				



すきです



ふ、う、う、う



## 5. Shopping

### Language Exponents

<i>yaoya</i>	やおや	(vegetable shop)
<i>nikuya</i>	にくや	(butcher)
<i>sakanaya</i>	さかなや	(fish shop)
<i>panya</i>	パンや	(bakery)
<i>okashiya</i>	おかしや	(sweet shop)
<i>kutsuya</i>	くつや	(shoe shop)
<i>yoofukuya</i>	ようふくや	(clothes shop)
<i>denkiya</i>	でんきや	(electrical appliance shop)
<i>bunbooguya</i>	ぶんぼうぐや	(stationery shop)
<i>omochaya</i>	おもちゃや	(toy shop)
<i>hanaya</i>	はなや	(florist)
<i>kusuriya</i>	くすりや	(chemist)
<i>honya</i>	ほんや	(book shop)
<i>sūupaamaaketto</i>	スーパーマーケット	(supermarket)
<i>resutoran</i>	レストラン	(restaurant)
____ <i>wa ikura desu ka.</i>	____ はいくらですか。	(How much is ____?)
____ <i>doru desu.</i>	____ ドルです。	(It is ____ dollars.)
____ <i>en desu.</i>	____ えんです。	(It is ____ yen.)
(Object) o (number)	(object)を (number)	(May I please have ____)
<i>kudasai.</i>	ください。	____.)
<i>Irasshaimase</i>	いらっしゃいませ	(Welcome.)
<i>hai doozo</i>	はいどうぞ	(Here you are.)
<i>arigatoo</i>	ありがとう	(thank you)
<i>arigatoo gozaimasu</i>	ありがとうございます	(thank you (more polite))

### Counting objects

In Japan we have different counting methods, depending on what is being counted. Basically the word following the number (suffix) is different. This is similar to English where we count using a piece of \_\_\_\_, 2 slices of \_\_\_\_, 3 sheets of \_\_\_\_, 4 head of \_\_\_\_.

Counting objects is quite complicated and there are many different ways. For the topic of shopping, I will illustrate four basic counting methods.

	Things	Small things eg, apples	Long things eg, pencils	Flat things eg, paper
1	hitotsu	ikko	ippon	ichimai
2	futatsu	niko	nihon	nimai
3	mittsu	sanko	sanbon	sanmai
4	yottsu	yonko	yonhon	yonmai
5	itsutsu	goko	gohon	gomai
6	muttsu	rokko	roppon	rokumai
7	nanatsu	nanako	nanahon	nanamai
8	yattsu	hakko	happon	hachimai
9	kokonotsu	kyuuko	kyuuhon	kyuumai
10	too	jukko	juppon	juumai



The above counting ways are frequently used in daily lessons. Another frequently used counting way is for people as follows. *Hitori, futari, sannin, yonin, gonin, rokunin, shichinin, .....* "Ten Little Indians" sung in Japanese is popular for teaching how to count people.

## 💡 Game and activity ideas for shopping 💡

### 1 - Shopping bingo

Instead of playing bingo with numbers, play with prices. You don't have to make lots of different types of bingo cards yourself.

Depending on the students ability, give them blank bingo cards with 9, 16, or 25 blank squares. Call out a price and have the students write that price in any box they wish. This is a good time to introduce 円, the kanji for *en*, instead of using the symbol ¥. After you call each price, show the students the price to give them a chance to correct their mistakes. Repeat this until all boxes are full. You should now have a class set of different bingo cards, so you can now play bingo in the normal way.



## 2 - “Sugoroku” Shopping game

The *sugoroku* game is similar to snakes and ladders. Each player has a piece which is called a *koma* and move a number of spaces as shown on a dice. Students race to reach their goal. Whoever reaches the goal first wins. You can involve shopping in this *sugoroku* game. Each game can have four or five players and an *oya*. The *oya* does not play. The players each draw a shopping list out of a hat, and “buy” every item on their list before they can reach the final goal. Items can only be purchased from the *oya* when a player’s *koma* (piece) lands on a shop. For example, if carrots are on the list, players must first land on the *yaoya* and ask the *oya* “*Ninjin o kudasai.*” in order to buy their carrots. You can make up your own rules about travelling in each direction. Check that a student has bought all items on his or her shopping list after they have reached the goal.

## 3 - *Kaimono gokko*

Using some Japanese advertising brochures, catalogues, supermarket ads or other junk mail, have the students decide what they would buy, with set criteria. For example, “Buy the ingredients you can for dinner with only 1000 *en*.” or “If you had 10,000 *en*, what would you buy.” This is good for learning and practicing large numbers, cultural learning and mathematics.



If you have a Japanese intern at your school or a contact in Japan, see if he or she can have family or friends in Japan post you some ads or catalogues (*kookoku*, *orikomi kookoku*, *chirashi* or *katarogu*.) These are freely available in Japan, so don’t hesitate to ask.

## 4 - The market game

Students produce goods to sell. Using play money, these goods are sold to other students. Products could be origami, flowers, pressed flowers or leaves, chopsticks, toys, pine cones, sea shells, stones, pictures, etc. Basically anything students are willing to sell for play money can be used. Students often come up with great ideas, so you can put them into groups and see what they think of. Each group can open a shop, which they decorate with signs. All students are given a small amount of play money and are allowed to go shopping. Students must practice the required expressions for shopping.

<i>Irasshaimase.</i>	(Welcome.)
<i>Kore wa ikura desu ka.</i>	(How much is this?)
<i>_____en desu.</i>	(It is _____yen.)
<i>Kore o kudasai.</i>	(Can I please have this.)

When all students have finished shopping, have the different groups compare their sales figures.



Students get quite excited that they are really buying and selling goods. This takes a bit of preparation, however my students use their free time and even time at home to make products. Please try to operate this shopping time without using English.

### 5 - Eight-picture charts shopping role play

Prepare some charts using cards, pictures or photos. I find that eight items is a good number. Ten items are okay, but more than ten becomes difficult.

#### Teaching Aid Information

KYOZAI has a number of suitable eight-picture charts available on the following topics: Japanese food, Japanese ingredients, Food (2 charts), Drinks, Japanese goods, Vegetables, Fruit, Household goods and Stationery. The charts are large, colourful and durable, so you can use them for many things.

#### Role play ideas

- (1) Put a price label on each picture on the chart. Practice “\_\_\_\_\_wa ikura desu ka. \_\_\_\_\_en desu.” (How much is \_\_\_\_\_? It is \_\_\_\_\_yen.)
- (2) Leave the chart on the board and arrange the price labels on a table. A student asks “\_\_\_\_\_wa ikura desu ka.” And the teacher answers “\_\_\_\_\_en desu.” Then the student picks up the right price label and places it on the chart.
- (3) Pretend each chart is a shop and play a simple shopping game. Products can be cards of the pictures on the charts.

# かいもの びんご

なまえ:

𠂔	𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔	𠂔

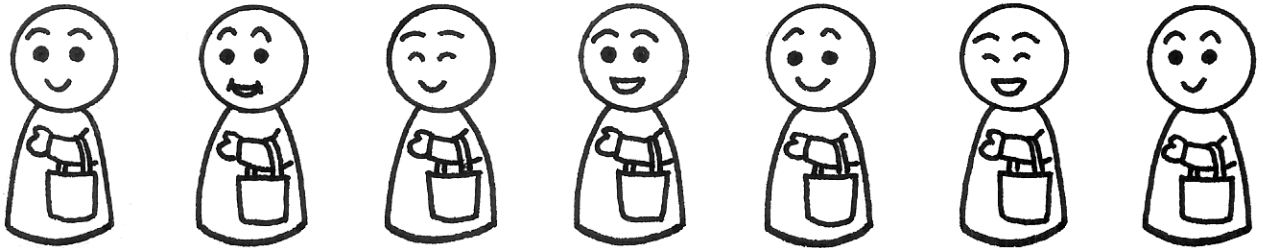
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𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔
𠂔	𠂔	𠂔	𠂔

なまえ:

かいもの びんご

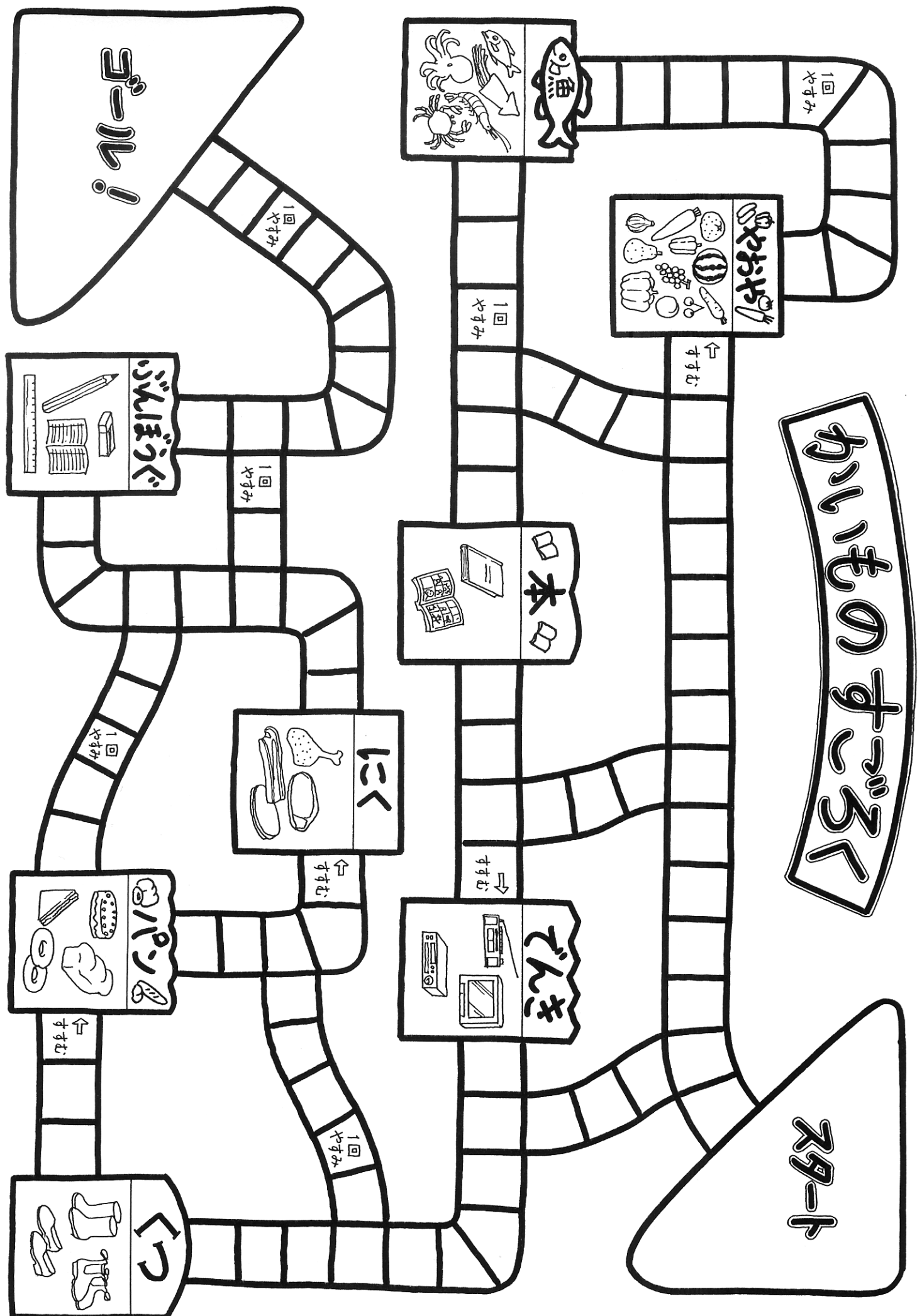
### Koma for “Sugoroku” Shopping game

Copy these onto cardboard and cut them out. You may wish to colour them in different colours. Please enlarge the Sugoroku game on the following page to A3 size for use.



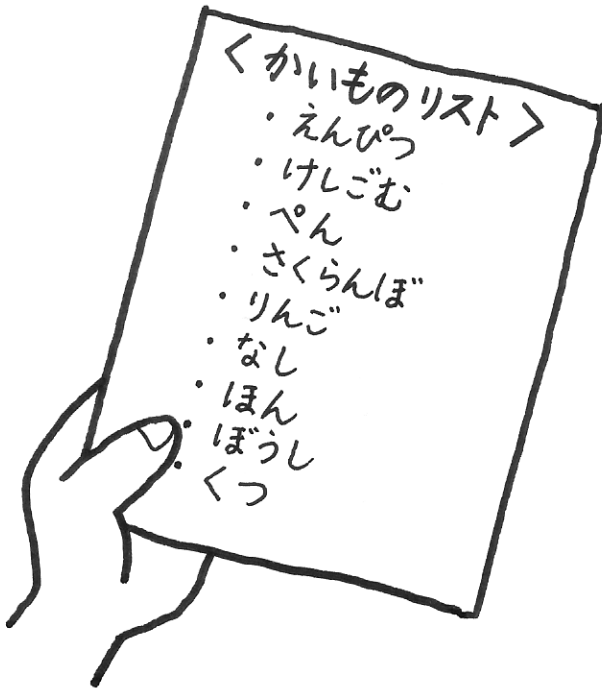
### Shopping lists for “Sugoroku” Shopping game

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<ul style="list-style-type: none"> <li>• かぼちゃ</li> <li>• たこ</li> <li>• ノート (のうと)</li> </ul>	<ul style="list-style-type: none"> <li>• まんが</li> <li>• さかな</li> <li>• パン (ぱん)</li> </ul>	<ul style="list-style-type: none"> <li>• なし</li> <li>• ぶたにく</li> <li>• ラジカセ (らじかせ)</li> </ul>	<ul style="list-style-type: none"> <li>• ぶどう</li> <li>• ほん</li> <li>• ケーキ (けえき)</li> </ul>
<ul style="list-style-type: none"> <li>• もも</li> <li>• とりにく</li> <li>• ドーナツ (どうなつ)</li> </ul>	<ul style="list-style-type: none"> <li>• さくらんぼ</li> <li>• くつ</li> <li>• テレビ (てれび)</li> </ul>	<ul style="list-style-type: none"> <li>• すいか</li> <li>• か に</li> <li>• ビデオ (びでお)</li> </ul>	<ul style="list-style-type: none"> <li>• だいこん</li> <li>• いか</li> <li>• サンドイッチ (さんどいっち)</li> </ul>




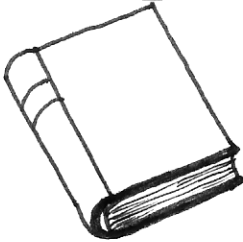






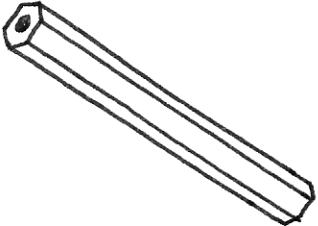
# ねだんをききましょう

なまえ:



Q: \_\_\_\_\_ は、いくらですか。

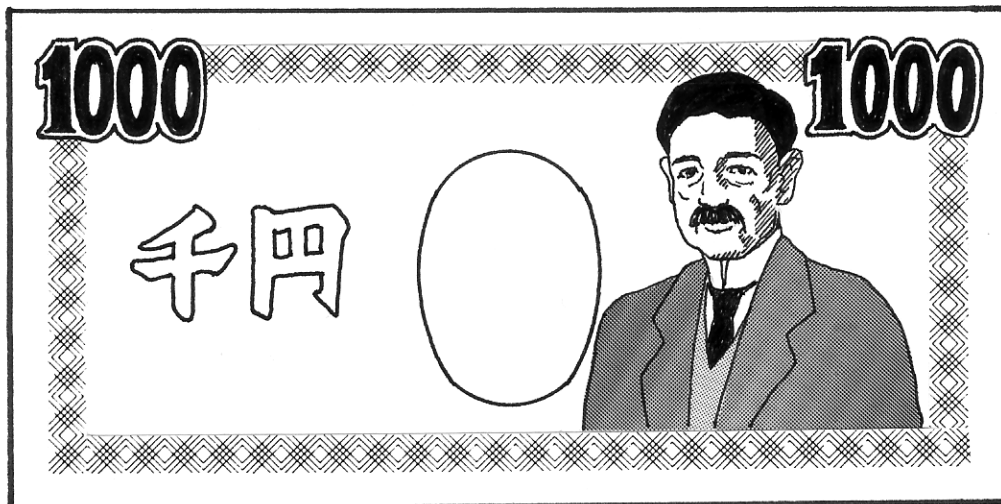
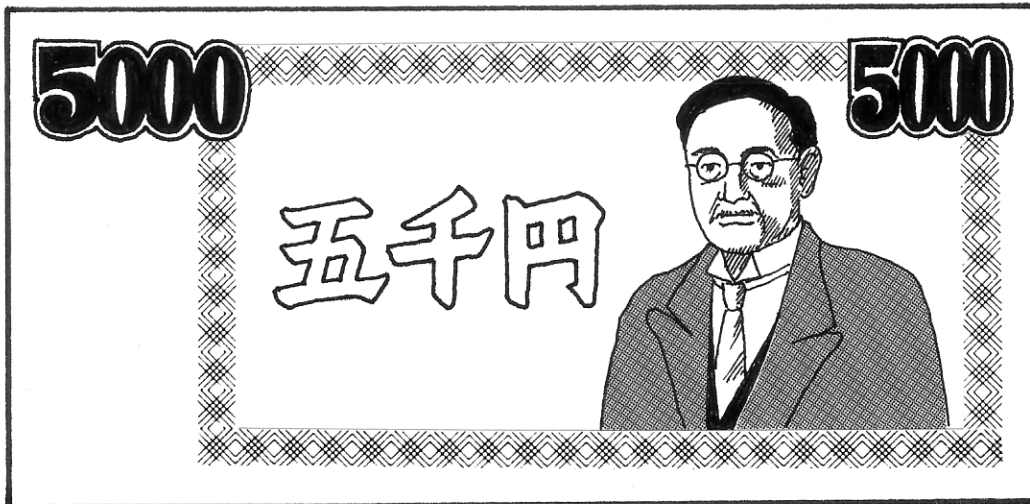
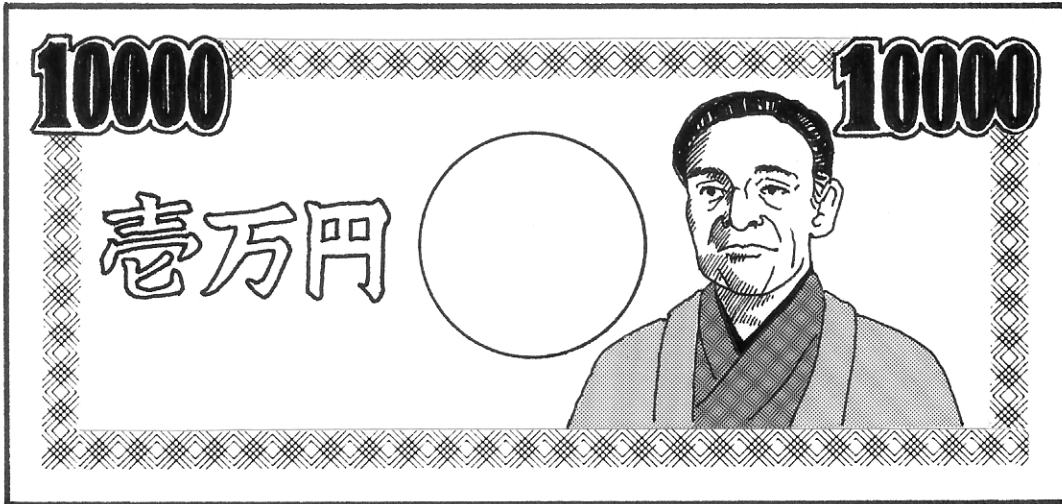
A: \_\_\_\_\_ 円です。

 <p>¥ 20</p>	 <p>¥ 1000</p>	 <p>¥ 80</p>
 <p>¥ 100</p>	 <p>¥ 95</p>	 <p>¥ 67</p>
 <p>¥ 400</p>	 <p>¥ 2980</p>	 <p>¥ 50</p>

# Play money masters



Please don't be tempted to photocopy and use real Japanese money, as this can lead to very real legal problems.



## 6. Adjectives

I believe it is good to introduce adjectives gradually into the students vocabulary right from prep. For example, you can say “*samui*” on a very cold day or “*atsui*” on a very hot day. With appropriate body actions, students learn these adjectives very quickly. Or, when students come in dirty or muddy after play, you can comment “*kitanai*”, or when eating something nice, say “*oishii*”. Repetition is important, which is why I think it is better to teach adjectives gradually over a long period of time instead of sitting students down to study them in one or two lessons.

### Frequently used adjectives

<i>atsui</i>	あつい	(hot)
<i>samui</i>	さむい	(cold)
<i>suzushii</i>	すずしい	(cool)
<i>attakai / atatakai</i>	あったかい / あたたかい	(warm)
<i>mushiatsui</i>	むしあつい	(humid)
<i>ookii</i>	おおきい	(big)
<i>chiisai</i>	ちいさい	(small)
<i>nagai</i>	ながい	(long)
<i>mijikai</i>	みじかい	(short)
<i>futoi</i>	ふとい	(thick)
<i>hosoi</i>	ほそい	(thin)
<i>omoi</i>	おもい	(heavy)
<i>karui</i>	かるい	(light)
<i>kitanai</i>	きたない	(dirty)
<i>kireina</i>	きれいな	(clean / pretty)
<i>okashii</i>	おかしい	(funny / strange)
<i>omoshiroi</i>	おもしろい	(interesting)
<i>tsumaranai</i>	つまらない	(boring)
<i>kowai</i>	こわい	(scared)
<i>kawaii</i>	かわいい	(cute)
<i>itai</i>	いたい	(hurts / painful)
<i>tanoshii</i>	たのしい	(enjoyable)
<i>muzukashii</i>	むずかしい	(difficult)
<i>yasashii</i>	やさしい	(easy)
<i>urusai</i>	うるさい	(noisy)
<i>akarui</i>	あかるい	(bright)
<i>kurai</i>	くらい	(dark)



<i>marui</i>	まるい	(round)
<i>shikakui</i>	しかくい	(square)
<i>oishii</i>	おいしい	(delicious)
<i>mazui</i>	まずい	(yucky)
<i>ii / yoi</i>	いい / よい	(good)
<i>warui</i>	わるい	(bad)
<i>yawarakai</i>	やわらかい	(soft)
<i>katai</i>	かたい	(hard)
<i>sugoi</i>	すごい	(amazing)
<i>hayai</i>	はやい	(fast)
<i>osoi</i>	おそい	(slow)
<i>takai</i>	たかい	(high)
<i>hikui</i>	ひくい	(low)



When you want to make an *i*- adjective negative, change the *i* to *ku* and add *nai*.

e.g. *atsui* ~ *atsuku nai* (hot ~ not hot)

*samui* ~ *samuku nai* (cold ~ not cold)

To make an *i*- adjective past tense, replace the last *i* with *katta*.

e.g. *atsui* ~ *atsukatta*

*samui* ~ *samukatta*

The correct form of the adjective *ii* (good) is *yoi*, so when it becomes a negative, you say *yoku nai*, past tense is *yokatta*.

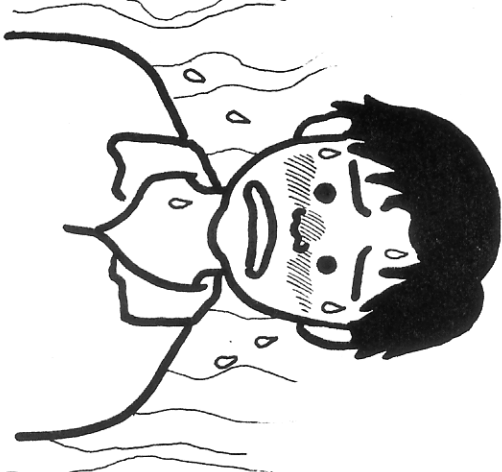
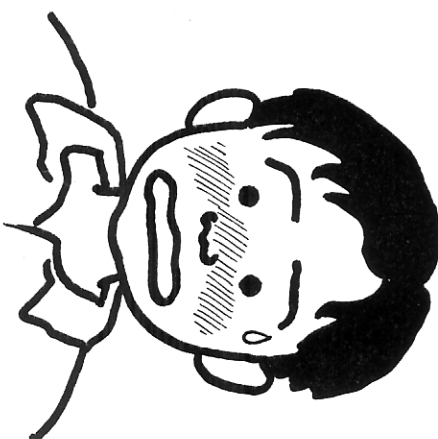
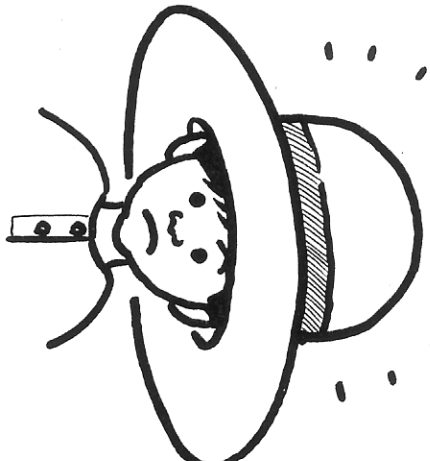
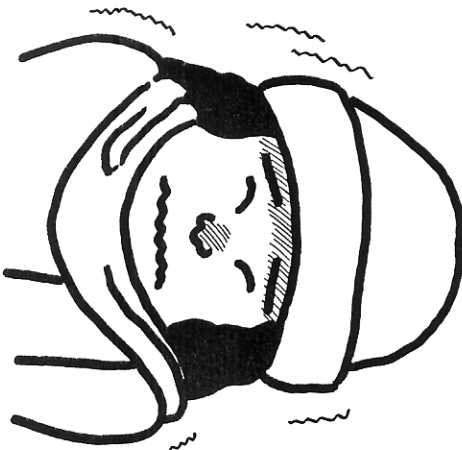
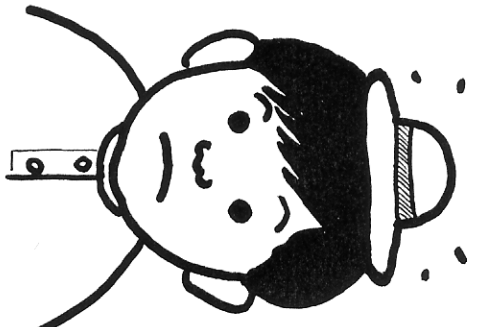

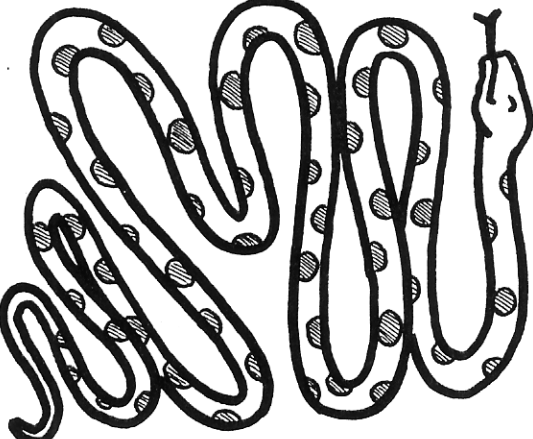
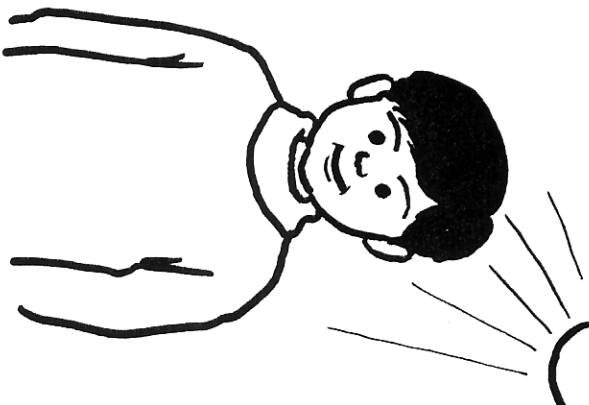


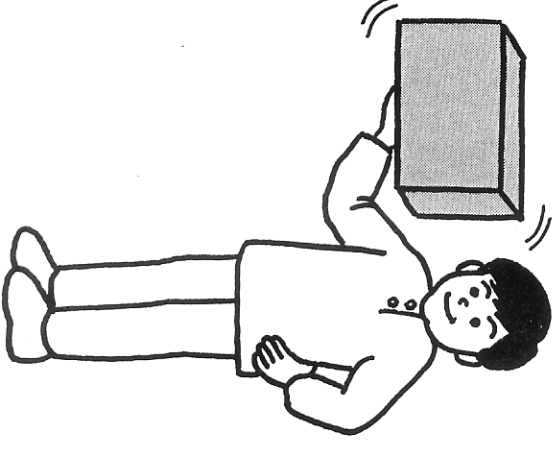

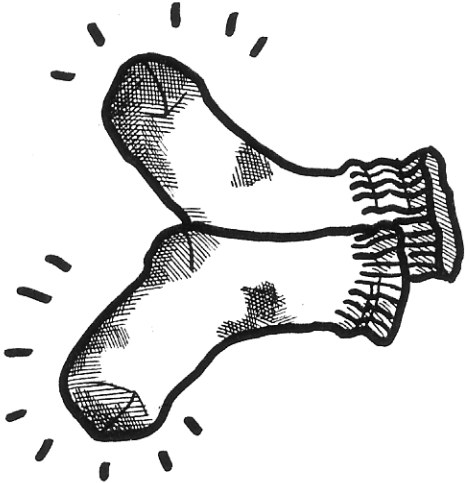
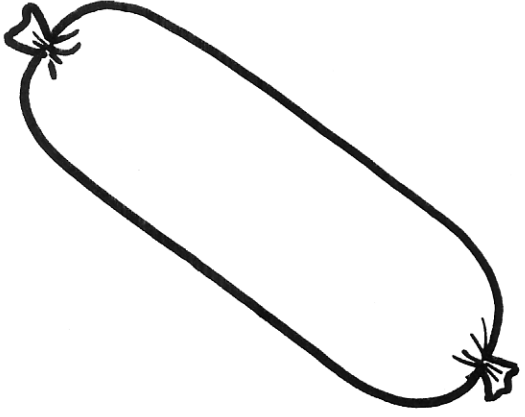

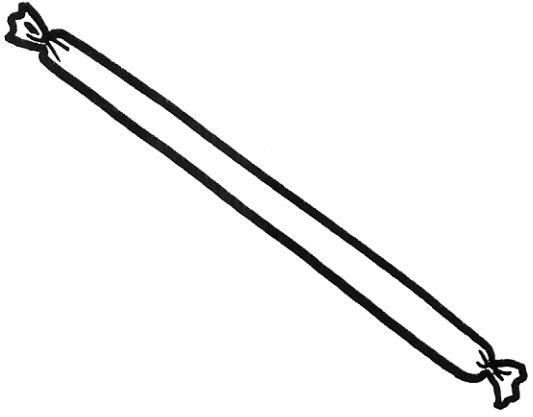

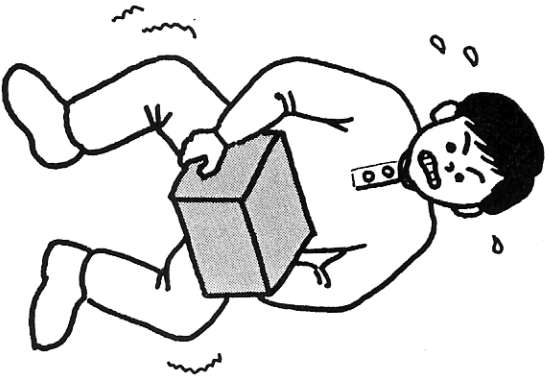
*Kirei* is not an *i*- adjective, it is a *na*- adjective *kireina*.

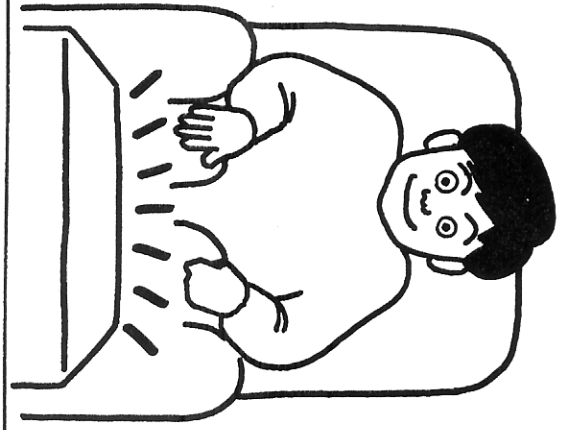
To make it negative change *kireina* to *kireijana*.

Past tense change *kireina* to *kireidatta*.

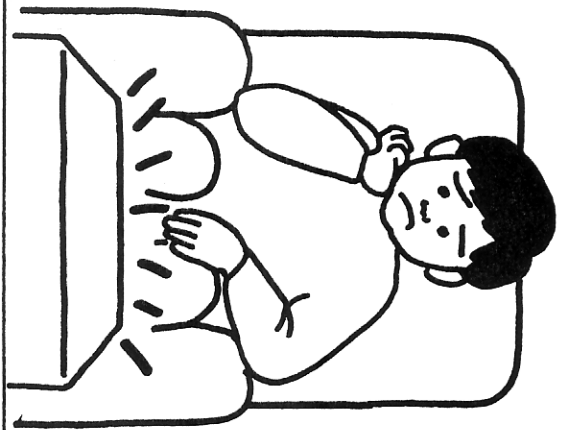


<p>あつあつ</p>		<p>あつい</p>	
<p>おおきい</p>		<p>さむい</p>	
<p>ちいさい</p>		<p>すずしい</p>	
<p>ながい</p>		<p>あったかい</p>	

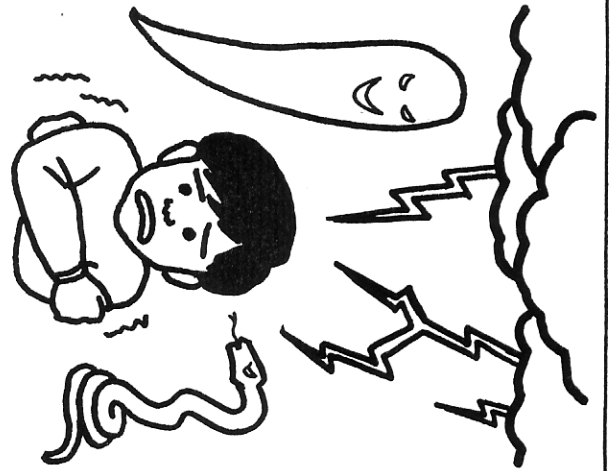
かるい		みじかい	
きたない		ふとい	
きれいな		ほそい	
おかしい		おもい	



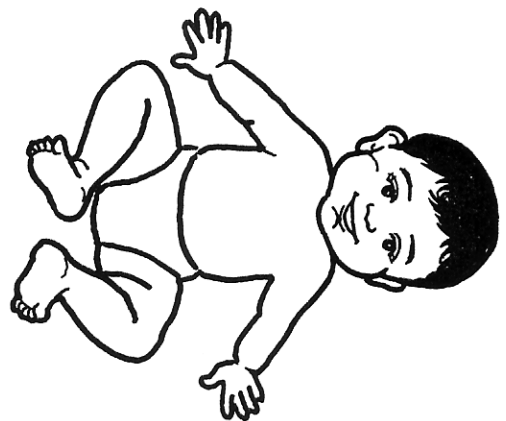
おもしろい



つまらない



こわい



かわいい



いたい



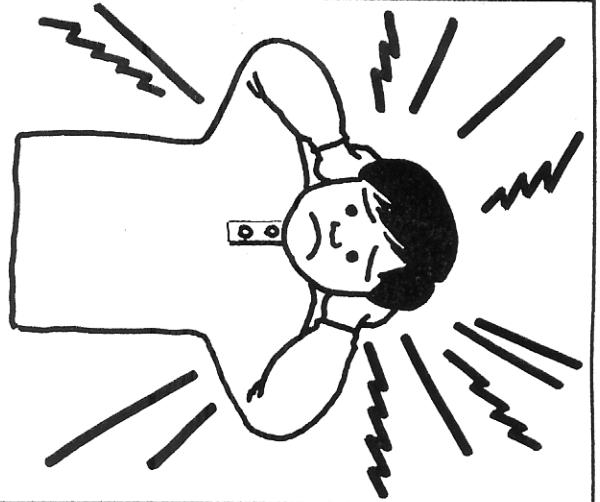
たのしい



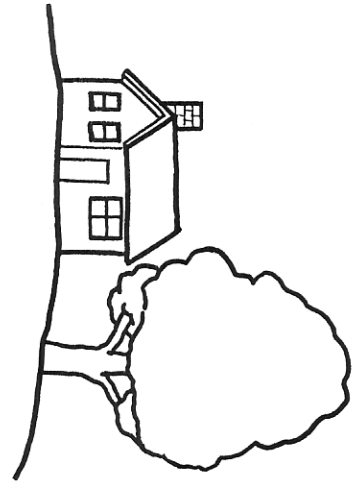
むずかしい



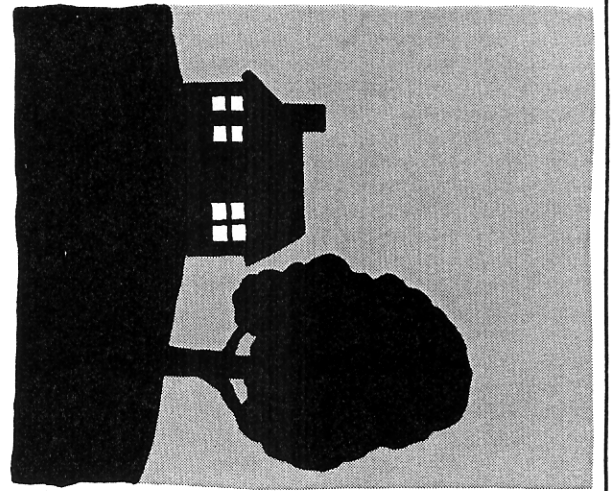
やさしい



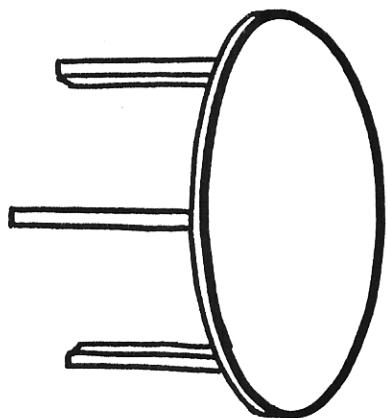
うるさい



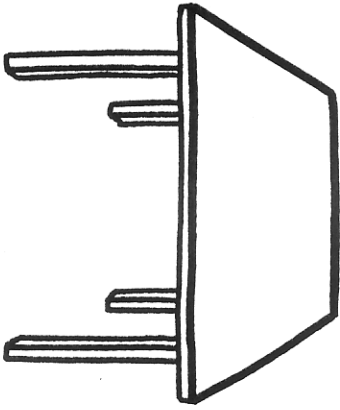
あかるい



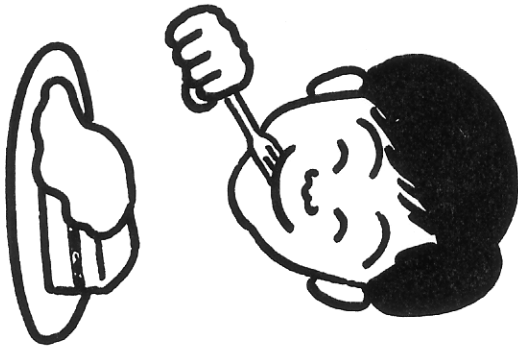
くらい



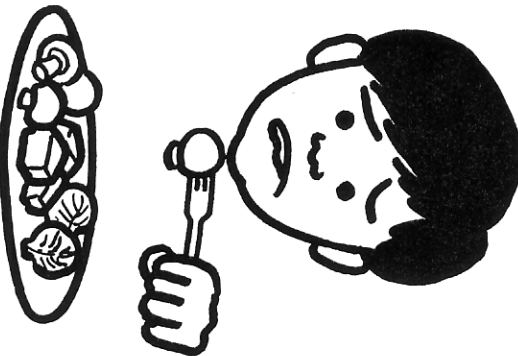
まるい



しかくい



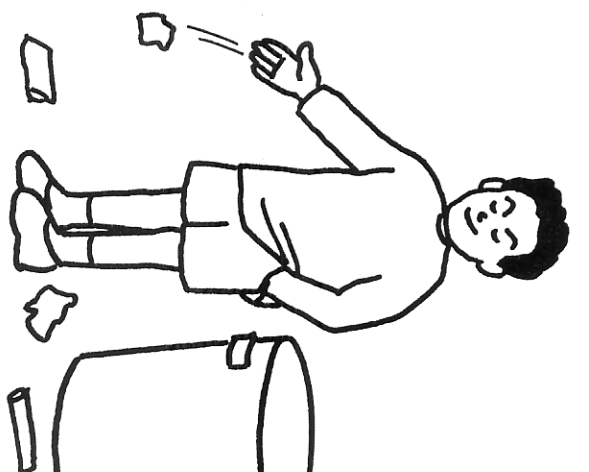
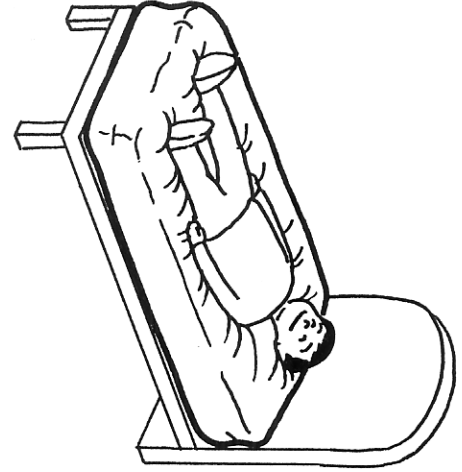
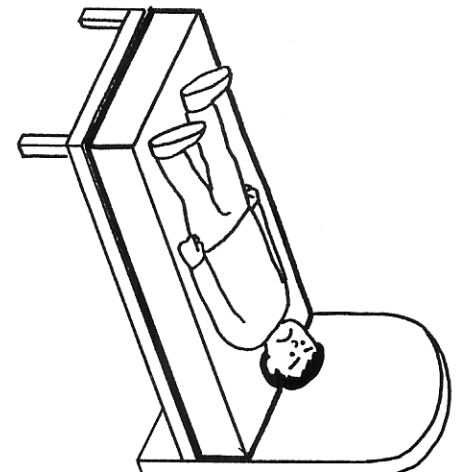
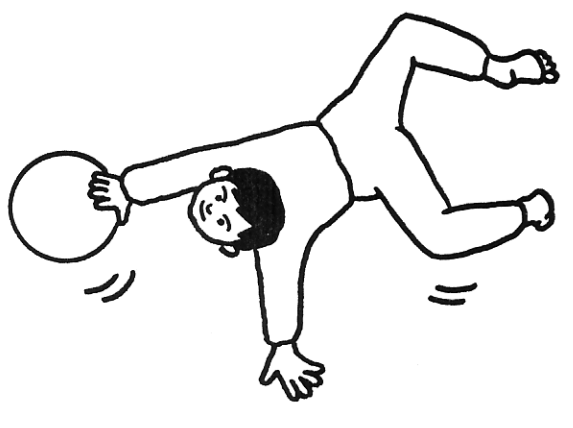
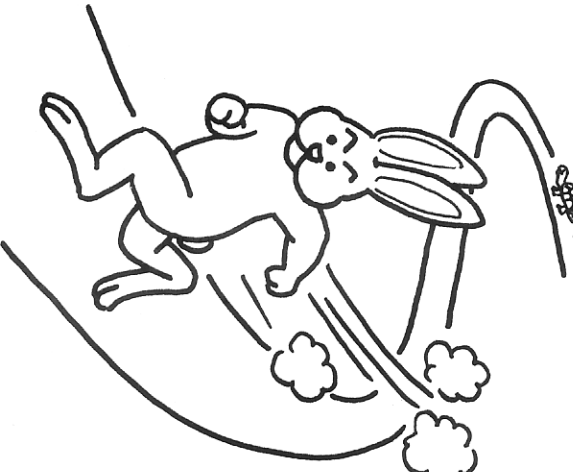
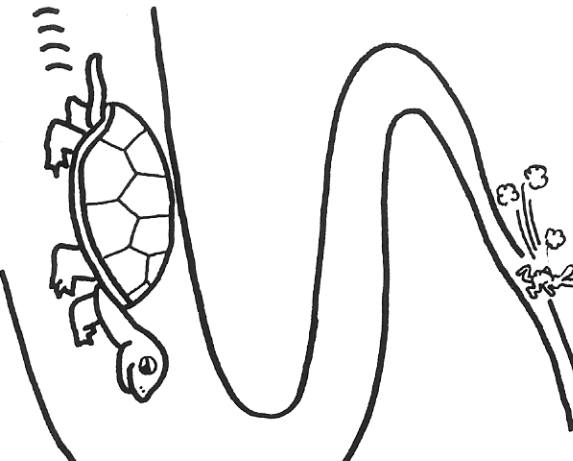
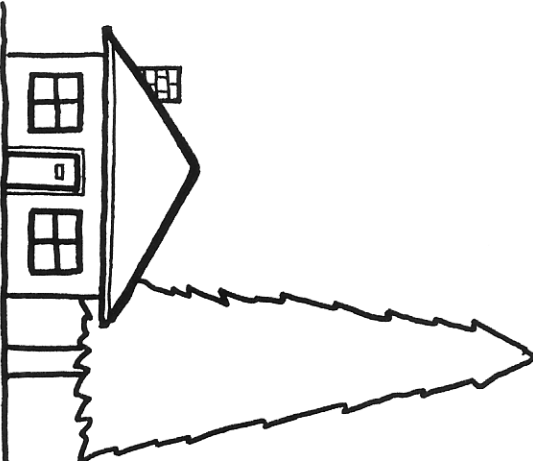
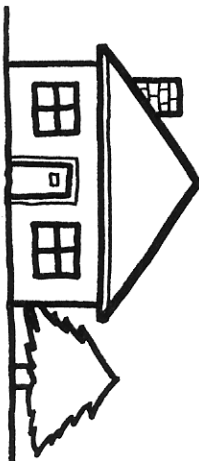
おいしい



まずい



いい

わるい

やわらかい

かたい

すごい

はやい

おそい

たかい

ひくい

## 🔦 Game and activity ideas for adjectives 🔦

### 1 - Card games

### 2 - Phrase making game

Place lots of noun cards on the floor. They can be animals, classroom objects, food, seasons etc. Players sit around the cards. The teacher or a student calls out one adjective. Students pick up a card which matches the adjective and must make a phrase using the adjective and noun. More than one phrase may be made.

### 3 - Catch and say

Students sit in a circle. One student holds a ball. The student with the ball says an adjective and then throws the ball. The person who catches the ball must say the antonym of the word. Then throw the ball. The next person must say a different adjective, and so the game continues. If a student doesn't know the antonym, they say "*Wakarimasen*" (I don't know.) and pass the ball to the next person.

### 4 - Worksheet "*Keiyooshi*" (Adjective)

Students write the appropriate adjective for each picture in hiragana in the boxes provided.

### 5 - Worksheet "*Dotchi ka na*" (Which is it?)

Students read an adjective and if they can recognise and understand it, they either circle or colour in the appropriate picture.



# どっちかな

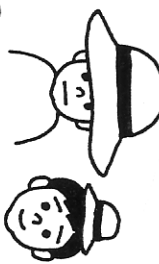
なまえ:

\* どっちか だけだいいえのほうを ○でかのみましょう。

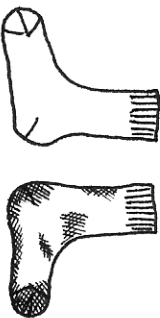
1. みじかい



2. おおきい



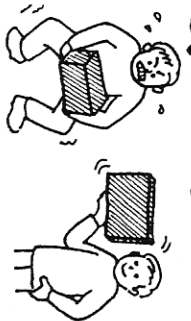
3. きたない



4. さむい



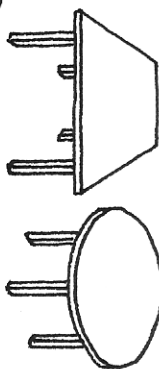
5. かるい



6. おいしい



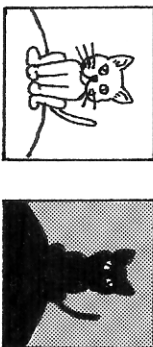
7. まるい



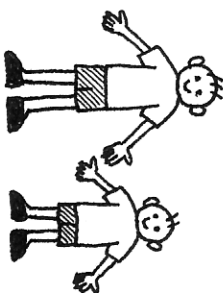
8. ふとい



9. あかるい



10. ひくい

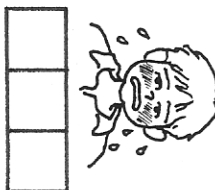


# けいようし

なまえ:

\* ふさわしい けいようしを かきましょう。

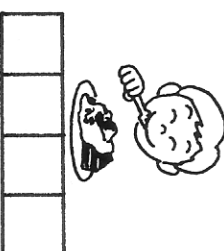
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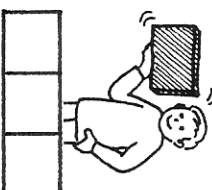
2.



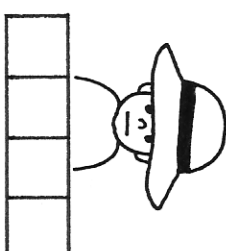
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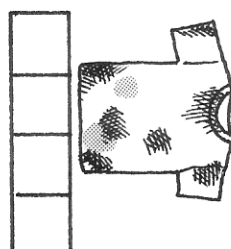
4.



5.



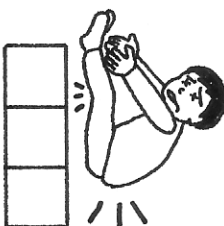
6.



7.



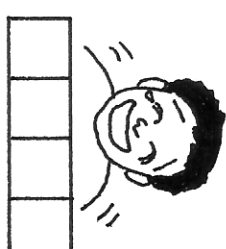
8.



9.



10.





## 7. One school day for Kenta

The average Japanese family has 3.4 members. Mother, father and 1.4 children. This implies that there are many families with only one child. Following is a story about a typical boy and his family. There is a set of pictures that accompanies the story which you can use in a number of ways.

### Picture show

- 1 - Enlarge each picture and attach the story to the back of the pictures, so you can present a picture show to the students.
- 2 - Each student is given the set of pictures and cuts them out. Listening to the teacher's story, the students place the pictures in order and number the pictures on the back.
- 3 - Involve the study of time with activity 2 above. Students write the appropriate time on the back of each picture.

### ***Kenta kun no ichi nichi*** (One school day for Kenta)

- 1 Kenta wakes up at 7:00 in the morning. This morning the alarm clock woke Kenta up. Usually his mother has to come to wake him up. Many people still sleep on a traditional futon on the floor, however because Kenta has his own room and bed, he sleeps in a bed.
- 2 Kenta gets changed from his pajamas into his school uniform. Kenta's school uniform is a white short sleeved shirt and navy blue shorts in the summer time. The girls at Kenta's school wear a white shirt with a navy skirt. All the students at Kenta's school wear a navy jacket in the winter. If the school has a school uniform, the students must wear it. The students wear a badge on their chest, which has their name, grade and class written on it.
- 3 Kenta is eating breakfast. Many people still eat rice, miso soup, pickled vegetables and grilled fish for breakfast, however many young people prefer a western style breakfast of bread, toast or cereal.

Kenta's mother is busy in the mornings because she works at a supermarket, so she does not have enough time to prepare a traditional Japanese breakfast. This morning Kenta has toast and milk, his parents have toast and coffee with a fried egg and salad. Kenta's father has already left home because it takes him more than one hour to go to work by train and foot. He leaves home very early every morning. Kenta has breakfast with his father only on weekends.

- 4 Kenta is going to school. Most students walk to school. Students who live in the same area as Kenta all meet at 7:50 at the same place every morning before school. This group has a leader and a sub-leader, both of whom are in grade six. The leader walks at the front and the sub leader walks at the back of all the other students who walk in a straight line in order from youngest to oldest.

Every year some police come to visit Kenta's school to teach the students how to walk to school and cross roads safely. This is very important because the roads in Japan are quite narrow and they are very busy. Kenta carries his text books for each subject, exercise books and stationery in a bag on his back, which is called a "*randoseru*". Kenta wears a hat to school. His hat is part of his school uniform.

- 5 This morning Kenta's school has an assembly. Students in each class line up, one behind the other, facing the front. The boys and girls stand in different lines and the students also line up in order from shortest to tallest. The principal stands on a platform and talks to the students who must listen very quietly.
- 6 Classes have started. Each student has their own desk with storage space underneath the desktop. Kenta keeps his books and stationery in this space. Each student also has a locker to store their *randoseru*, phys-ed uniform, paint set and drawing equipment. These lockers do not have doors, so the students keep them very tidy. Kenta actively participates in class activities. The teachers do not have school uniforms.
- 7 It is playtime. In the morning there are four lessons before lunch, and there are two lessons after lunch. There is a ten to twenty minute break between each lesson. There is a thirty minute play time after lunch. After four or five lessons, the junior grades can go home early. Grades three to six have five or six lessons each day. Everybody plays actively

at play time, but they are not allowed to eat. Students are not allowed to bring any food to school.

Kenta likes soccer best. Basketball is popular too. Kenta is also quite good at riding a unicycle. Most primary schools in Japan have unicycles, and teach the students how to ride them in phys-ed. The students are allowed to ride them freely at play time. There is also a lot of equipment, such as monkey bars, poles, seesaws, swings and slides in the playground.

- 8 It is lunch time. Everyone at Kenta's school has the same school lunch. Everybody was given the menu for this month so they all know what they will be having for lunch today. Kenta is the lunch monitor for his class this week. He has to wear a white apron, cap and mask. Kenta must wash his hands very well and go to a special area to where the school lunches are delivered. Kenta is carrying a container of soup. It is quite hard work because it is heavy.

Today's menu is milk, bread roll and margarine, fried fish and vegetable salad. Because of its variety, the school lunch is very popular. The lunch monitors serve the lunch to their class mates. If you don't like something, you can ask the monitors to give you just a little. The monitor has to wash the apron and cap on the weekend for someone else to use next week.

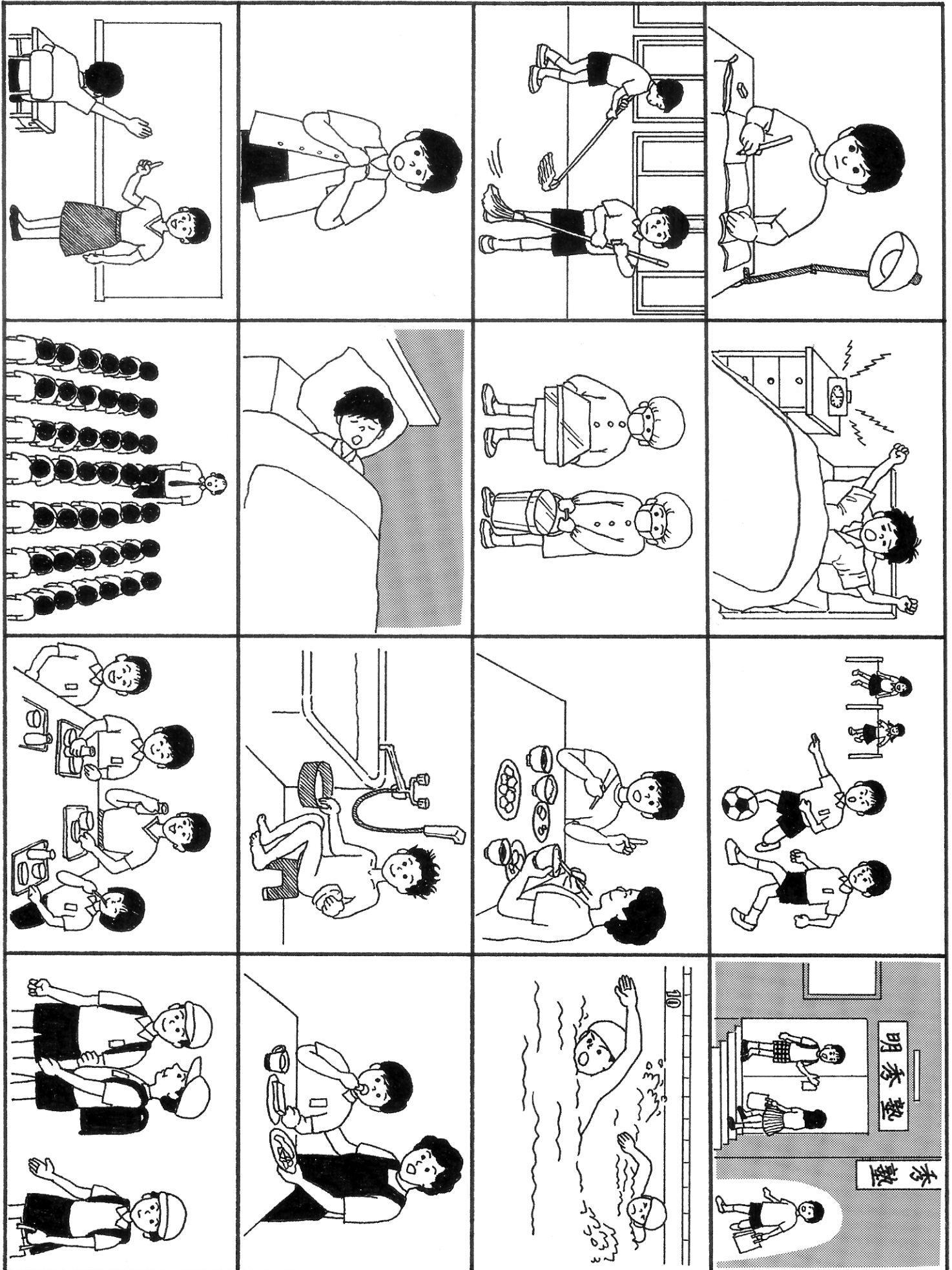
- 9 The students push their desks together and eat lunch in groups. The class teacher eats the same lunch with the students. Lunch time is fun and relaxed where the students can talk to each other and play games. Teachers teach their students about food and manners.
- 10 After the school lunch, the monitors return the dirty plates and containers to the area from where they collected the lunch. Everyone then cleans the school. Each grade must clean their own classroom plus another area for which they are responsible. Students are taught how to clean and use cleaning equipment from grade one. However, in term one, some grade six students come and help the grade one students clean their room. Kenta must clean the entrance to the school. Because every student has a shoe locker that must be cleaned, this is hard work. Teachers show the students how to clean and help with the cleaning. After this cleaning time there is the longest play time, usually half an hour.

- 11 Kenta's first lesson after lunch time is swimming. Most Japanese schools have a twenty five metre long swimming pool and a small pool for young students. Each classroom teacher teaches their students how to swim. Normally swimming is taught in phys-ed classes in summer in June and July.



To become a primary school teacher in Japan, you must pass a swimming test, so every primary teacher can swim. There are also annual training days on swimming, first aid and resuscitation for teachers and parents. Primary school teachers in Japan must also pass a gymnastics test, a piano test and singing test, all on top of their written and oral tests.

- 12 After school, Kenta goes to a different school which is called *Juku*. *Juku* is a private cram school where Kenta studies maths and Japanese at a level that is harder than at his normal school. Because his *Juku* lessons last until seven o'clock in winter, it is very dark when he finishes. Kenta also goes to a school to study English conversation and another one to study abacus. Some of Kenta's friends study piano, calligraphy, karate, judo, kendo, soccer or baseball.
- 13 Kenta is having dinner with his mother. Because his father does not come home from work until late, he usually does not eat dinner with Kenta. At dinner time Kenta and his mother talk about what Kenta has been doing. Many of Kenta's friends eat their dinner while watching television but Kenta's mother does not like the television on while she and Kenta are eating dinner.
- 14 Kenta is doing homework. There is a lot of homework from his school and also homework from *Juku*. On days when Kenta does not have much homework, he likes to watch T.V. or play video games. He has his own desk in his room, so he does his homework alone.
- 15 Kenta takes a bath before he goes to bed. Because it was a hot day and he has perspired a lot, he thoroughly washes himself and his hair outside the bathtub before relaxing in the hot bath.
- 16 Kenta's day is over, as he goes to bed. It is now after 10:30. It is not uncommon for some of Kenta's friends to stay up until ten or eleven o'clock. I wonder if he can wake up by himself tomorrow?



## 8. Label masters for use in the classroom

かみ

*kami* (paper)

のり

*nori* (glue)

えんぴつ

*enpitsu* (pencil)

けしゴム

(けしごむ) *keshigomu* (eraser)

いろえんぴつ

*iroenpitsu* (colour pencil)

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えんぴつけずり

*enpitsukezuri* (pencil sharpener)

はさみ

*hasami* (scissors)

ホッチキス

(ほっちきす) *hotchikisu* (stapler)

マーカー

(まあかあ) *maakaa* (felt pen)

マジック

(まじっく) *majikku* (felt pen)

セロテープ

(せろてえぷ) *seroteepu* (sticky tape)

じょうぎ

*joougi* (ruler)

つくえ

*tsukue* (desk)

いす

*isu* (chair)

テーブル

(てえぶる) *teeburu* (table)

こくばん

ホワイトボード

(ほわいとぼうど) *howaitoboodo* (whiteboard)

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ちず

*chizu* (map)

とけい

*tokei* (clock)

ごみばこ

*gomibako* (rubbish bin)

え

*e* (picture)

ポスター

(ぽすたあ) *posutaa* (poster)

スピーカー

(すぴいかあ) *supiikaa* (speaker)

ほんだな

*hondana* (book shelf)

とだな

*todana* (cupboard)



でんき

*denki* (light)

コンセント

(こんせんと) *konsento* (power point)

スイッチ

(すいっち) *suitchi* (switch)

カレンダー

(かれんだあ) *karendaa* (calendar)

まど

*mado* (window)

ドア

(どあ) *doa* (door)

ヒーター

(ひいたあ) *hiitaa* (heater)

コンピューター

(こんぴゅうたあ) *konpyuutaa* (computer)

でんわ

*denwa* (telephone)

せんぷうき

*senpuuki* (fan)

ひきだし

*hikidashi* (drawer)

かべ

*kabe* (wall)

たな

*tana* (shelf)

ゆか

*yuka* (floor)



## 9. Appendix

### 1. Directions and positions

up / on	<i>ue</i>	うえ
down / under	<i>shita</i>	した
beside	<i>yoko</i>	よこ
right	<i>migi</i>	みぎ
left	<i>hidari</i>	ひだり
forward / in front	<i>mae</i>	まえ
behind	<i>ushiro</i>	うしろ
inside	<i>naka</i>	なか
( <u>position</u> ) the ( <u>object</u> )	( <u>object</u> ) <i>no</i> ( <u>position</u> )	( <u>object</u> )の( <u>position</u> )
on / above the <u>table</u>	<i>teeburu no ue</i>	テーブル (てえぶる) のうえ
more	<i>motto</i>	もっと
a little	<i>chotto</i>	ちょっと
a little more	<i>moo chotto</i>	もうちょっと
Where is ____?	____ <i>wa doko desu ka.</i>	____はどこですか。
The (____) is ( <u>position</u> ) the ( <u>object</u> ).	(____) <i>wa</i> ( <u>object</u> ) <i>no</i> ( <u>position</u> ) <i>desu.</i>	(____)は( <u>object</u> )の( <u>position</u> )です。
The (____) is ( <u>position</u> ) the ( <u>object</u> ).	(____) <i>wa</i> ( <u>object</u> ) <i>no</i> ( <u>position</u> ) <i>ni imasu / arimasu.</i>	(____)は( <u>object</u> )の( <u>position</u> )にいます / あります。
Please put the (____) ( <u>position</u> ) the ( <u>object</u> ).	(____) <i>o</i> ( <u>object</u> ) <i>no</i> ( <u>position</u> ) <i>ni oite kudasai.</i>	(____)は( <u>object</u> )の( <u>position</u> )においてください。
Please point your finger ( <u>direction</u> ).	( <u>Direction</u> ) <i>o yubi sashite kudasai.</i>	( <u>Direction</u> )をゆびさしてください。
This is a <u>table</u> .	<i>Teeburu desu.</i>	テーブル (てえぶる) です。
Please stand.	<i>Tatte kudasai.</i>	たってください。
Please come.	<i>Kite kudasai.</i>	きてください。
Is this right?	<i>Ii desu ka.</i>	いいですか。
Can anyone please pick up the ( <u>object</u> )?	<i>Dare ka</i> ( <u>object</u> ) <i>o totte kudasai.</i>	だれか ( <u>object</u> ) をとってください。
start	<i>sutaato</i>	スタート (すたあと)
begin	<i>hajime</i>	はじめ
ready	<i>yooi</i>	ようい

## 2. Food and drinks

What is this?	<i>Kore wa nan desu ka.</i>	これはなんですか。
It is _____.	_____ <i>desu.</i>	_____ です。
Do you like _____?	_____ <i>wa suki desu ka.</i>	_____ はすきですか。
Yes, I like it.	<i>Hai suki desu.</i>	はい、すきです。
Yes, it's okay.	<i>Hai maamaa (suki desu).</i>	はい、まあまあ（すきです）。
No, not much.	<i>Iie anmari.</i>	いいえ、あんまり。
No, I hate it.	<i>Iie kirai desu.</i>	いいえ、きらいです。
_____ is <u>delicious</u> .	_____ <i>wa oishii desu.</i>	_____ はおいしいです。
yukky	<i>mazui</i>	まずい
sweet	<i>amai</i>	あまい
hot (spicy)	<i>karai</i>	からい
salty	<i>shiokarai</i>	しおからい
sour	<i>suppai</i>	すっぱい
oily / greasy	<i>aburakkoi</i>	あぶらっこい
bitter	<i>nigai</i>	にがい
What do you like?	<i>Nani ga suki desu ka.</i>	なにがすきですか。
I like _____.	_____ <i>ga suki desu.</i>	_____ がすきです。
What do you hate?	<i>Nani ga kirai desu ka.</i>	なにがきらいですか。
I hate _____.	_____ <i>ga kirai desu.</i>	_____ がきらいです。
What will you eat?	<i>Nani o tabemasu ka.</i>	なにをたべますか。
I will eat _____.	_____ <i>o tabemasu.</i>	_____ をたべます。
What will you drink?	<i>Nani o nomimasu ka.</i>	なにをのみますか。
I will drink _____.	_____ <i>o nomimasu.</i>	_____ をのみます。
What do you want to eat?	<i>Nani ga tabetai desu ka.</i>	なにがたべたいですか。
I want to eat _____.	_____ <i>ga tabetai desu.</i>	_____ がたべたいです。
What do you want to drink?	<i>Nani ga nomitai desu ka.</i>	なにがのみたいですか。
I want to drink _____.	_____ <i>ga nomitai desu.</i>	_____ がのみたいです。
What do you eat for <u>breakfast</u> ?	<i>Asagohan ni nani o tabemasu ka.</i>	<u>あさごはん</u> になにをたべますか。
What did you eat for <u>breakfast</u> ?	<i>Asagohan ni nani o tabemashita ka.</i>	<u>あさごはん</u> になにをたべましたか。
lunch	<i>hirugohan</i>	ひるごはん
dinner	<i>bangohan</i>	ばんごはん
card tricks	<i>kaado tejina</i>	カード（かあど）てじな
championship game	<i>kachi nuki geemu</i>	勝ちぬきゲーム（げえむ）
the greengrocer's shop	<i>yaoya no omise</i>	やおやのおみせ
Can you say?	<i>Ierukana</i>	いえるかな

### 3. Clothing

hat	<i>booshi</i>	ぼうし
shirt	<i>shatsu</i>	シャツ (しゃつ)
T shirt	<i>T shatsu</i>	Tシャツ (Tしゃつ)
blouse	<i>burausu</i>	ブラウス (ぶらうす)
sweater	<i>seetaa</i>	セーター (せえたあ)
cardigan	<i>kaadigan</i>	カーディガン (かあでいがん)
sweat shirt	<i>toreenaa</i>	トレーナー (とれえなあ)
jacket	<i>jaketto</i>	ジャケット (じゃけっと)
scarf	<i>mafuraa</i>	マフラー (まふらあ)
trousers	<i>zubon / pantsu</i>	ずぼん / パンツ (ぱんつ)
skirt	<i>sukaato</i>	スカート (すかあと)
shorts	<i>hanzubon / shooto pantsu</i>	はんずぼん / ショートパンツ (しょうとぱんつ)
jeans	<i>jiipan / jiinzu</i>	ジーパン (じいぱん) / ジーンズ (じいんず)
leggings	<i>supattsu</i>	すぱっつ
underwear	<i>shitagi</i>	したぎ
socks	<i>kutsushita / sokkusu</i>	くつした / ソックス (そっくす)
long socks	<i>haisokkusu</i>	ハイソックス (はいそっくす)
shoes	<i>kutsu</i>	くつ
gum boots	<i>nagagutsu</i>	ながぐつ
boots	<i>buutsu</i>	ブーツ (ぶうつ)
sneakers	<i>sunika</i>	スニーカー (すにいかあ)
gloves	<i>tebukuro</i>	てぶくろ
belt	<i>beruto</i>	ベルト (べると)
uniform	<i>seifuku</i>	せいふく
kimono	<i>kimono</i>	きもの
cotton kimono	<i>yukata</i>	ゆかた
sash for kimono	<i>obi</i>	おび
Japanese sandals	<i>zoori</i>	ぞうり
wooden clogs	<i>geta</i>	げた
entrance	<i>genkan</i>	げんかん
shoe rack	<i>kutsu bako</i>	くつばこ
Take off your ____.	____ <i>o nuide.</i>	____をぬいで。
People wearing ____, please come in.	____ <i>no hito haitte kudasai.</i>	____のひとはいってください。
Tom's pants are dirty / muddy, aren't they?	<i>Tom no zubon wa kitanai desu ne.</i>	トム (とむ) のずぼんはきたないですね。
pretty	<i>kirei</i>	きれい
dirty	<i>kitanai</i>	きたない

new	<i>atarashii</i>	あたらしい
Let's colour in.	<i>Iro o nurimashoo.</i>	いろをぬりましょう。
What colour is the <u>shirt</u> ?	<i>Shatsu wa nani iro desu ka.</i>	シャツ (しゃつ) はなに いろですか。
What is <u>green</u> ?	<i>Midori wa nan desu ka.</i>	みどりはなんですか。
Dress up doll	<i>Kisekae ningyoo</i>	きせかえにんぎょう
Japanese jacket	<i>happi</i>	はっぴ
patterned origami paper	<i>chiyogami</i>	ちよがみ

#### 4. Likes and Dislikes

such and such	<i>nani nani</i>	なにになに
hate	<i>kirai desu</i>	きらいです
I like <u>cats</u> .	<i>Neko ga suki desu.</i>	ねこがすきです。
I hate <u>snakes</u> .	<i>Hebi ga kirai desu.</i>	へびがきらいです。
What do you like?	<i>Nani ga suki desu ka.</i>	なにがすきですか。
hand tennis	<i>hando tenisu</i>	ハンドテニス (はんどてにす)
chocolate	<i>chokoreeto</i>	チョコレート (ちょこれえと)
basket ball	<i>basuketto booru</i>	バスケットボール (ばすけっとぼうる)
What do you hate ?	<i>Nani ga kirai desu ka.</i>	なにがきらいですか。
self introduction contest	<i>jikoshookai kontesuto</i>	じこしょうかいコンテスト (こんてすと)
Good morning everyone.	<i>Minasan ohayoo gozaimasu.</i>	みなさんおはようございます。
I am ____.	<i>Boku wa / Watashi wa ____ desu.</i>	ぼくは / わたしは ____ です。
I am in grade ____.	<i>____ nensei desu.</i>	____ ねんせいです。
I like ____.	<i>Boku wa / Watashi wa ____ ga suki desu.</i>	ぼくは / わたしは ____ がすきです。
I hate ____.	<i>Boku wa / Watashi wa ____ ga kirai desu.</i>	ぼくは / わたしは ____ がきらいです。
	<i>Doozo yoroshiku.</i>	どうぞよろしく。
I am good at ____.	<i>____ ga tokui desu.</i>	____ がとくいです。
My birthday is ____ the ____.	<i>Watashi no tanjoobi wa ____ gatsu ____ nichi desu.</i>	わたしのたんじょうびは ____ がつ ____ にちです。
My family has ____ members.	<i>Watashi no kazoku wa ____ nin desu.</i>	わたしのかぞくは ____ にんです。
____, ____, ..... and ____ are in my family.	<i>____ to ____ to.....to ____ ga imasu.</i>	____ と ____ と ..... と ____ がいます。
I want to go to ____.	<i>____ ni ikitai desu.</i>	____ にいきたいです。
(In the future) I want to be a ____.	<i>(Shoorai wa) ____ ni naritai desu.</i>	(しょうらいは) ____ に なりたいたいです。

What do you think it is?	<i>Nan da to omoimasu ka.</i>	なんだとおもいますか。
What is the answer?	<i>Kotae wa nan desu ka.</i>	こたえはなんですか。

## 5. Shopping

	Things	Small things eg, apples	Long things eg, pencils	Flat things eg, paper
1	ひとつ	いっこ	いっぽん	いちまい
2	ふたつ	にこ	にほん	にまい
3	みっつ	さんこ	さんぽん	さんまい
4	よっつ	よんこ	よんほん	よんまい
5	いっつ	ごこ	ごほん	ごまい
6	むっつ	ろっこ	ろっぽん	ろくまい
7	ななつ	ななこ	ななほん	ななまい
8	やっつ	はっこ	はっぽん	はちまい
9	ここのつ	きゅうこ	きゅうほん	きゅうまい
10	とう	じゅっこ	じゅっぽん	じゅうまい

snakes and ladders	<i>sugoroku</i>	すごろく
piece	<i>koma</i>	こま
dealer / banker	<i>oya</i>	おや
greengrocer	<i>yaoya</i>	やおや
Carrots please.	<i>Ninjin o kudasai.</i>	にんじんをください。
play shopping	<i>kaimono gokko</i>	かいものごっこ
yen	<i>en</i>	えん
Welcome	<i>Irasshaimase</i>	いらっしゃいませ
How much is this?	<i>Kore wa ikura desu ka.</i>	これはいくらですか。
It is ___ yen.	___ <i>en desu.</i>	___ えんです。
Can I please have this?	<i>Kore o kudasai.</i>	これをください。

## 6. Adjectives

I don't know.	<i>Wakarimasen.</i>	わかりません。
adjective	<i>keiyooshi</i>	けいようし
Which is it?	<i>Dotchi ka na.</i>	どっちかな。

## 7. One school day for Kenta

school back pack	<i>randoseru</i>	らんどせる
cram school	<i>juku</i>	じゅく

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