**Unit 1 Konnichiwa! こんにちは! (Hi!) / Introduction to Japan**

**About this unit**

In this unit children learn to introduce themselves and greet others. They begin to respond to and ask questions about name and age. They discuss linguistic diversity within their class. They understand where Japan is and that Japanese is spoken in Japan. They begin to understand there are three scripts in written Japanese and how they are used.

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| **New Language** | **Expectations** |
| * Greetings e.g. *Ohayoo*, (Hi! for the morning), *Ohayoo gozaimasu,* (Good morning), *Sayoonara* (Good bye), *Konnichiwa* (Hello/Good afternoon). * *Hai* (here!/yes) and *Iie* (no) * *...kun/san* (Mr…, Ms…) among each other * *Sensee* (Sir/Miss) towards the teacheror(family name) + *sensee* as Mr./Mrs/Miss…. * Question forms: rising intonation e.g. *Onamae wa?* (What is your name?) and particle ‘*ka*’ e.g. *Nan sai desu ka?* (How old are you?) * Noun + *desu* (name + *desu,* age + *desu*) * Numbers 1-10: *ichi, ni, san, yon, go, roku, nana, hachi, kyuu, juu* * Age: *nanasai* (seven years old), *hassai* (eight years old) * Phonic focus: introduction of the basic 45 *kana* sounds | Most children will   * + say and respond to the morning and farewell phrases   + answer the register   + recognise question forms and reply to the question with yes or no   + address each other using the appropriate suffix   + address the teacher using the appropriate suffix   + reply to questions (name and age)   + give a short self-introduction (name and age)   + understand and use numbers 1-10   + begin to pronounce some *kana* sounds following the teacher as a model   + gain knowledge about Japan, where it is, how the weather is, its famous products, etc.   + be aware of linguistic diversity in the class   + begin to understand that the Japanese writing system is different from the English alphabetical system |

[**Section 1: Greeting**](#Section1)**s**

[**Section 2: Japanese Alphabet & Pronunciation, Greeting II**](#Section2)

[**Section 3: What’s your name?**](#Section3)

[**Section 4: Numbers**](#Section4)

[**Section 5: How old are you?**](#Section5)

**Section 1: Greetings**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * respond to and say greetings * answer the register * explain the lesson objectives | * Explain the lesson objectives.   + Become able to give a simple self-description at the end of the unit   + Exchange greetings   + Understand basic classroom expressions * Listening carefully, children imitate *ohayoo* (Good Morning!) etc. and practise in pairs.   + Model *ohayoo gozaimasu* with a bow. Explain about bowing and practise the pronunciation.   + Explain the differences in meaning between *ohayoo* and *ohayoo gozaimasu*. (→Teaching Tips) * Tell children that you will take the register in Japanese and that children have to say *hai* instead of ‘here’. Begin to take the register using -*kun* and -*san*. Discuss with children what the patterns are. | *Ohayoo*  *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo*  *Arigatoo gozaimasu*  *Hai*  *-kun*  *-san* | * [ppt]Unit 1-1 * [RSN](http://www.japansociety.org.uk/rsn/) Lesson1 * [Erin Lesson1 (video clip how children greet at school)](https://www.erin.ne.jp/en/lesson01/basic/index.html) * JTL L1 (greeting songs and video clip for bowing) |
| * understand the differences in social conventions when people greet each other |
| * understand basic classroom expressions | * Children listen to classroom expressions and follow the respective instructions. After the teacher gives instructions in Japanese, children will perform the required actions or gestures (they do not have to repeat the words in question). | *Tatte (kudasai)*  *Suwatte*  *Mite*  *Kiite*  *Kaite*  *Yonde*  *Shizuka ni shite* | * [ppt]Unit 1-1 |
| * understand that Japanese is a language spoken in Japan * understand information about Japan’s location, climate etc. | * Discuss where Japanese is spoken. * Brief introduction of Japan e.g. location, weather, food | *Nihon*  *Tookyoo*  *Kyooto*  *Nara* | * [RSN](http://www.japansociety.org.uk/rsn/) Lesson 4 * [Culture]Quiz about Japan * [Web][Is Japan Cool?](https://www.ana-cooljapan.com/) * [Web][Discover the spirit of Japan > Area / Route video](http://www.visitjapan.jp/en/area/) * JTL (Introduction) including World Map from Japan |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * *Ohayoo* is used in the morning, while *konnichiwa* is used in the afternoon. * *Ohayoo* is used with people you are close to, while *ohayoo gozaimasu* is used with teachers or in formal settings. The same applies for *arigatoo* and *arigatoo* *gozaimasu*, but *gozaimasu* is not used after *konnichiwa*. * *Sayoonara* is often used at school, but not at work or shops etc. * *Ohayoo* is used between family members, but *konnichiwa* and *konbanwa* are not. * In primary schools, boys’ names have *–kun* added to the end, while girls’ names have *–san* added. However, adults are addressed by *–san* regardless of gender. * Japanese people’s names follow the order surname, first name. * Explain that XXX *sensee* (teacher) is the polite term for addressing teachers in Japan. Children can miss out the XXX and just say *sensee* (teacher). | **Pronunciation**   * The “*u*” at the end of -*masu* is not pronounced. * Japanese *roomaji* (Latin alphabet characters) use the letter “r”, but the pronunciation is closer to the English “l” than the English “r” sound. Take care over the pronunciation of *arigatoo*. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo*  *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai*  *Tatte (kudasai)*  *Suwatte*  *Mite*  *Kiite*  *Kaite*  *Yonde*  *Shizuka ni shite*  *Hai, Ii desu* | Good morning  Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes  (Please) stand  Please sit  Please look  Please listen  Please write  Please read  Please be quiet  Yes, that’s correct. | *Ohayoo*  *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai* | Good morning  Good morning (polite/formal form)  Hello, good afternoon  Goodbye  Thank you  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes |

**Section 2: Japanese Alphabet & Pronunciation, Greeting II**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review the usage of -*kun* and -*san* with a person’s name. Children practise and call each other over. * Explain the lesson objectives.   + Understand and pronounce the basic sounds of Japanese | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 1-2 |
| * understand and pronounce the basic sounds of Japanese | * Teacher demonstrates pronunciation of *aiueo* Japanese alphabet following the *aiueo* chart. Say the 5 vowels first. Children repeat. * Then move to the next 5 in the ‘k’ line. * Check (Teaching Tips) for points on Japanese pronunciation. * Listen to the *aiueo* song and check pronunciation etc. | Overview of the basic 45 *kana* sounds (from ‘*a*’ sound to ‘*n*’) | * [ppt]Unit 1-2 * See the *aiueo* chart in the package. * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * JTL L3 * [Web] [aiueo song](https://www.youtube.com/watch?v=8IpHIUxhdaI&list=PLeNQguotJ5JK7SqQ8_NdGqp36P4vjaEzg) |
| * say *Ohayoo gozaimasu* with accurate pronunciation and gesture | * Review of previous lesson. * Practise saying ‘*ohayoo gozaimasu*’ towards teacher while bowing. * Pay attention to pronunciation and accent. * Listen to the greeting song and check for already-known phrases. | *Review of Unit 1-1*  *Konbanwa*  *Oyasumi*  *Itadakimasu*  *Gochisoosama*  *Mata ashita* | * [RSN](http://www.japansociety.org.uk/rsn/) Lesson1 * [Erin Lesson1](https://www.erin.ne.jp/en/lesson01/index.html) * TJF→[The lives of Japanese Elementary Schools Students](http://www.tjf.or.jp/shogakusei/index_e.htm) * [Web][Greeting song](https://www.youtube.com/watch?v=8j2aOAaHzoY) |
| * understand the differences in social conventions when people address others | * Introduce and explain how to address the teacher. Practise the pronunciation. Encourage children to use it all the time when they call the teacher over. | *Sensee!* (literally means ‘teacher’) |  |
| * appreciate the diversity of languages spoken within the class | Draw a language portrait. Using a blank outline of a body shape and model, show how you colour it in according to the importance of languages to you e.g. ‘I do my thinking in English, so I’m colouring my head in blue. I know a little bit of Spanish, so’ I’ll colour my fingertips red. I speak Arabic with my grandmother, so I’ll colour my heart yellow.’ Add labels to your portrait to show the languages you have mentioned. Children colour in and label their own portrait. |  | * [Activities] Let’s colour Honigon! |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * *Konbanwa* is used for greeting people in the evening. * *Oyasumi* is used before going to sleep. * *Itadakimasu* is used before eating a meal. * *Gochisoosama* is used after eating a meal. * When saying *itadakimasu* and *gochisoosama*, you can put your hands together as well. * *Mata ashita* is used with friends and people you are close to. It can also be shortened to *Mata*. | **Pronunciation**   * The “u” sound in Japanese differs from the “u” in English. The former does not involve rounding your lips. * *si, ti, tu* do not follow the pattern; they are pronounced *shi, chi, tsu.* * *hu/fu* is pronounced the same as the ‘wh’ sound in ‘who’, even though it is often written as ‘fu’ in *romaji*. * Take care over the pronunciation of “r”; it is closer to an English “l” than an English “r”. * をwas originally pronounced ‘*wo*’ but is now pronounced ‘*o*’ in the modern sound system. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo*  *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai*  ***Konbanwa***  ***Oyasumi***  ***Itadakimasu***  ***Gochisoosama***  ***Mata ashita***  ***sensee***  *Tatte (kudasai)*  *Suwatte*  *Mite*  *Kiite*  *Shizuka ni shite*  *Hai, Ii desu* | Good morning  Good morning (polite/formal form)  Hello, good afternoon  Goodbye  Thank you  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes  Good evening  Good night  Let’s eat!  Thank you for the meal!  See you!  teacher  (Please) stand  Please sit  Please look  Please listen  Please be quiet  Yes, that’s correct. | *Ohayoo*  *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai*  ***Konbanwa***  ***Oyasumi***  ***Itadakimasu***  ***Gochisoosama***  ***Mata ashita***  ***sensee*** | Good morning  Good morning (polite/formal form)  Hello, good afternoon  Goodbye  Thank you  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes  Good evening  Good night  Let’s eat!  Thank you for the meal!  See you!  teacher |

(New vocabulary is in bold)

**Section 3: What’s your name?**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * review * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review greetings. * Explain the lesson objectives.   + Understand and pronounce the basic sounds of Japanese | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 1-3 * [Web][Greeting song](https://www.youtube.com/watch?v=8j2aOAaHzoY) |
| * reply when asked for their name | * Say his/her name (without -kun or -san) * Ask the question and discuss how it sounds. * Explain that most questions end with rising intonation in Japanese. Practise the pronunciation, focusing on the intonation. * If possible, say names with Japanese pronunciation. Be aware of the differences between Japanese and English sounds. * Because English names can be hard for Japanese people to follow, make sure they are pronounced slowly and clearly. | *Namae*  (name) *desu*  *O-namae wa?*  *Namae wa?*  *Boku wa …desu*  *Watashi wa …desu* | * [ppt]Unit 1-3 * [RSN](http://www.japansociety.org.uk/rsn/) Lesson1 * [Erin Lesson1](https://www.erin.ne.jp/en/lesson01/index.html) |
| * begin to use the sentence structure ‘.*..desu*’ |
| * look at the pictures and say the names included | * Listen to [Erin](https://www.erin.ne.jp/en/lesson01/explanation/index.html) or Erin’s opening (Only in DVD)   + Listen to the name.   + Respond to *Namae wa?(What’s his/her name)* with (name)~*desu (She/He is..)*.   + *Honigon* is referred to as *Honigon-sensee*.HH | *Konnichiwa*  (Erin, Honigon) *desu*  *Namae wa?*  *sensee* | * [ppt]Unit 1-3 * [Web][Erin>lesson1>Key phrases](https://www.erin.ne.jp/en/lesson01/explanation/index.html) |
| * understand the differences in social conventions when people address others |
| * summary | * [IWB] Using the “what’s your name?” pattern, construct sentences and check for accuracy. |  | * [IWB] what’s your name? |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * *..desu* is similar to the verb “to be” in English, but it does not conjugate depending on person. Eg: *watashi wa…desu*(I am …), *anata wa …desu*(you are…), *watashitachi wa…desu*(we are…) all use the same verb form. * It is not always necessary to use a subject in Japanese. *Boku wa* and *watashi* *wa* can be omitted from the pattern (*boku*/*watashi* *wa*)… *desu.*   **Vocabulary**   * ”What is your name?” is translated fully as *o-namae wa nan desu ka?*, but the *nan desu ka* (what is…) portion can be omitted. In other words, *o-namae wa?* (your name?), which would sound impolite in English, is actually frequently used in Japanese, and sounds polite. | * *Boku* and *watashi* both mean “I” in English, but schoolboys often use *boku* while girls use *watashi*. However, in formal situations, *watashi* is always used regardless of gender. * *O-namae* is the polite form of *namae* (name), used when you are asking someone’s name when meeting them for the first time etc. In situations when it is not necessary to politely ask someone’s name, *namae* can be used.   **Pronunciation**   * The “u” at the end of *desu* is not voiced. Pronounce it as “dess”. * Explain that English pronunciation can be hard for Japanese people to follow. When saying names, match them to Japanese pronunciation as much as possible to make it easier for Japanese people to follow, but do not force children to do this if they do not want to. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai*  ***namae***  ***(name) desu***  ***O-namae wa?***  ***Namae wa?***  ***boku***  ***watashi***  *Tatte (kudasai)*  *Suwatte*  *Mite*  *Kiite*  *Shizuka ni shite*  *Hai, Ii desu* | Good morning (polite/formal form)  Hello, good afternoon  Goodbye  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes  name  I am …  What is your name?  What is (someone’s) name?  I (boys)  I (girls/in formal situation)  (Please) stand  Please sit  Please look  Please listen  Please be quiet  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *-kun*  *-san*  *Hai*  ***namae***  ***(name) desu***  ***O-namae wa?***  ***Namae wa?***  ***boku***  ***watashi*** | Good morning (polite/formal form)  Hello, good afternoon  Goodbye  Thank you (polite/formal form)  Ending for boys’ names  Ending for girls’ names  Yes  name  I am …  What is your name?  What is (someone’s) name?  I (boys)  I (girls/in formal situation) |

(New vocabulary is in bold)

**Section 4: Numbers**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * review * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review greetings.   + If time permits, introduce new greetings (*itte kimasu/itte rashai/okaeri (nasai)/tadaima).*   + Review saying names (your own name, Erin’s, Honigon’s, famous characters’ names etc).   + Listen to the greeting song over and over again and make the children aware of how memorising expressions bit by bit is useful in language learning. * Explain the lesson objectives.   + Recognise and pronounce numbers 1-10 | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen*  *Itte kimasu*  *Itte rashai*  *Tadaima*  *Okaeri (nasai)* | * [ppt]Unit 1-4 * [Web][Greeting song](https://www.youtube.com/watch?v=8j2aOAaHzoY) |
| * begin to recognise and pronounce numbers 1-10 | * Introduce how to count from 1 to 10 in Japanese using pictures. * Practise the numbers with actions, gestures and sounds to help remember them. Make children aware that these actions are useful in language learning. * Then, play simple games e.g. bingo, *sugoroku* to assist memorisation. | *ichi*  *ni*  *san*  *yon*  *go*  *roku*  *nana*  *hachi*  *kyuu*  *juu* | * [ppt]Unit 1-4 * [RSN](http://www.japansociety.org.uk/rsn/) Lesson 1(sugoroku) * [Erin L.13, “Let’s try” “*Enoden sugoroku*”](https://www.erin.ne.jp/en/lesson13/letstry/game.html) * JTL L2 (games) |
| * number mnemonics (examples) | * Ichi-Itchy: I’ve scratched my whole body with ONE finger, but I’m still itchy! * Ni-Knee: We have TWO knees. * San-Sun: Wow, it’s so bright! It’s like there are THREE suns shining. * Yon-Yawn: When you yawn, cover your mouth with FOUR fingers. * Go-Go: At FIVE o’clock, it’s time to go home! * Roku-Lock: the number SIX looks like a lock, doesn’t it? * Nana-Nana (nanny): My nana has to work SEVEN days a week, from Monday to Sunday. * Hachi-Hatch: the number EIGHT looks like an egg hatching. * Kyuu-Queue: The store doesn’t open until NINE o'clock, but there’s already a queue outside. * Juu- Juudo: He’s the world’s strongest Juudo fighter. He’s been a champion for TEN years. |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * Some numbers have two names. 4 can be pronounced *yon* or *shi* and 7 can be pronounced *nana* or *shichi*. *yon* and *nana* are chosen in this unit because *yon sai, nana sai* (four/seven years old) is also introduced (you cannot say “*shi sai*” or “*shichi sai*”). | * *Itte kimasu* is used when leaving a house or building. * *Itte rashai* is said to people leaving a house by those inside. * *Tadaima* is used by people returning to a house. * *Okaeri (nasai)* is said to people returning to a house by those inside. Adding *–nasai* on the end makes this more polite. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| ***Itte kimasu***  ***Itte rashai***  ***Tadaima***  ***Okaeri (nasai)***  ***ichi***  ***ni***  ***san***  ***yon***  ***go***  ***roku***  ***nana***  ***hachi***  ***kyuu***  ***juu***  *namae*  *(name) desu*  *O-namae wa?*  *Namae wa?*  *Tatte (kudasai)*  *Suwatte*  *Mite*  *Kiite*  *Shizuka ni shite*  *Hai, Ii desu* | I’m going!  Take care!  I’m home!  Welcome to home!  one  two  three  four  five  six  seven  eight  nine  ten  name  I am …  What is your name?  What is (someone’s) name?  (Please) stand  Please sit  Please look  Please listen  Please be quiet  Yes, that’s correct. | ***Itte kimasu***  ***Itte rashai***  ***Okaeri (nasai)***  ***Tadaima***  ***ichi***  ***ni***  ***san***  ***yon***  ***go***  ***roku***  ***nana***  ***hachi***  ***kyuu***  ***juu***  *namae*  *(name) desu*  *O-namae wa?*  *Namae wa?* | I’m going!  Take care!  I’m home!  Welcome to home!  one  two  three  four  five  six  seven  eight  nine  ten  name  I am …  What is your name?  What is (someone’s) name? |

(New vocabulary is in bold)

**Section 5: How old are you?**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * Review * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review greetings, saying names and numbers. * Listen to the greeting song over and over again and make the children aware of how memorising expressions bit by bit is useful in language learning. * Explain the lesson objectives.   + Say how old you are   + Understand the Japanese writing system | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 1-5 * [Web] [Greeting song](https://www.youtube.com/watch?v=8j2aOAaHzoY) |
| * say how old they are * use appropriate gestures to show yes and no | * Introduce how to say ages from 1 to 10 years old. The children should be able to say their own age (seven or eight years old). If time permits, memorise the words for 1 to 10 years old. * Applying the question/answer pattern from RSN Lesson 2, introduce how to ask peoples’ ages: *nansai desu ka?* (How old are you?) *Boku/watashi wa nanasai/hassai desu*.(I am seven/eight years old.) * Ask the children *nanasai desu ka? (Are you seven years old?)* and *hassai desu ka?(Are you eight years old?)* * Children can nod to answer yes and shake heads to answer no. Confident children may start using *hai*(yes) and *iie*(no) as a reply*.* | *Nansai desu ka?*  *Nanasai*  *Hassai*  *Nanasai/Hassai desu ka?*  *boku*  *watashi*  *Hai*  *Iie*  *…desu ka?* | * [ppt]Unit 1-5 * [RSN](http://www.japansociety.org.uk/rsn/) Lesson 2 * JTL L2 (games) |
| * learn to use the question marker *-ka* at the end of sentences and reply with yes or no when asked their age. |
| * begin to understand the Japanese writing system, which is different from the English alphabetical system | * Review numbers by counting 1-10. * Then, show numbers one, two, three and ten in *kanji.* * Children make a guess which *kanji* means one. * Repeat the same with two, three and ten. * Try writing the respective kanji strokes in the air while counting 1, 2 etc. | 一(1), 二(2), 三(3), 十(10), 日本(Japan) |  |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * *..ka?* To make a statement into a question, add *–ka* to the end of a sentence and use a rising intonation. Eg: *Nanasai desu ka?* (Are you seven years old?) *Hai, nanasai desu.* (Yes, I’m seven).   **Vocabulary**   * See Unit 1-3 for usage notes on *boku* and *watashi*. | **Pronunciation**   * When saying your age, *ichi-sai* (1), *hachi-sai*(8), *juu-sai* (10) are not used. Rather*, issai, hassai, jussai* are used instead. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| ***nansai desu ka?***  ***issai***  ***nisai***  ***sansai***  ***yonsai***  ***gosai***  ***rokusai***  ***nanasai***  ***hassai***  ***kyuusai***  ***jussai***  ***..san/kun wa nanasai desu ka?***  *hai*  ***iie*** | How old are you?  one year old  two years old  three years old  four years old  five years old  six years old  seven years old  eight years old  nine years old  ten years old  .., Are you seven years old?  yes  no | ***nansai desu ka?***  ***nanasai***  ***hassai***  *hai*  ***iie***  *boku*  *watashi* | How old are you?  seven years old  eight years old  yes  no  I (boys)  I (girls/in formal situation) |

(New vocabulary is in bold)