 **Unit 2 Omedetoo! おめでとう! (Congratulations) / Greeting Card**

**About this unit**

In this unit children will learn about Japanese characters, and how to write their names in Japanese in *katakana*. They will also learn how to match Japanese sounds to their respective characters, how to write a greeting card in Japanese, and how to say the name of the month in which they celebrate their birthday.

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| New Language | Expectations |
| * Search for Japanese sounds on the *hiragana* and *katakana* lists * Write own name in *katakana* * Trace or copy some letters and words e.g. *Omedetoo!* (Congratulations!) and *Arigatoo!* (Thank you!) * Months of the year * Phrases e.g. *Otanjoobi omedetoo*! (Happy Birthday!), *Arigatoo!* (Thank you!) * *masu* form of verbs | Most children will be able to:   * write their own names in *katakana* * say the months of the year * say a few phrases for special occasions * respond to instructions in *masu* form * begin to understand the link between some phonemes and *hiragana* letters * write a birthday card or Christmas from a model * respond to spoken instructions to make *origami* |

[**Section 1: Read and write Japanese name (1)**](#Section1)

[**Section 2: Read and write Japanese name (2)**](#Section2)

[**Section 3: Read and write your name in Japanese**](#Section3)

[**Section 4: Make a Thank you card or a Birthday card**](#Section4)

[**Section 5: Make a Greeting card with Origami**](#Section5)

**Section 1: Read and write Japanese name (1)**

**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). * Explain the lesson objectives.   + Become able to write your name in Japanese to use it in a card at the end of the unit   + Understand the relationship between Japanese sounds and characters (*Katakana*) | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 2-1 |
| * understand the functions of *hiragana, katakana* and *kanji* * understand the relationship between Japanese sounds and characters | * Using the *hiragana* chart, identify the correspondence between Japanese sounds and characters * You can use songs on Youtube ([aiueo song](https://www.youtube.com/watch?v=8IpHIUxhdaI&list=PLeNQguotJ5JK7SqQ8_NdGqp36P4vjaEzg) etc) to identify Japanese pronunciations * This lesson will teach the basic *katakana*, and *katakana* modified with ゛ and ゜ * First, have pupils select characters from the *katakana* chart to spell out the names of characters they know (eg. Totoro, Erin)   + When asking names, practice using the *namae wa?* (What is his/her name?) *...desu* (he/she is ..) construction that has already been learned   + Confirm what the name is in *romaji*, then choose the appropriate characters from the *katakana* chart. Ask questions such as *’ki’ wa doko?* (Where is ‘ki’?) or *’ki’ wa dore*? (Which is the letter ‘ki’?)   + Practice stroke order using Powerpoint etc. When practicing writing, say “ichi, ni, san” etc. together while tracing big letters in the air * Next, teach pupils how to use *katakana* modified with ゛ and ゜to write the names of characters they know (eg. Honigon, Pokemon) * If time allows, have pupils practice writing the characters. Use the phrase *kaite kudasai* (Please write!) | *Katakana chart*  *Namae wa?*  *..desu*  *..wa doko?*  *..wa kore?*  *Kaite kudasai* | * [ppt]Unit 2-1 * [IWB] * [Youtube] [aiueo song](https://www.youtube.com/watch?v=8IpHIUxhdaI&list=PLeNQguotJ5JK7SqQ8_NdGqp36P4vjaEzg) * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * Kanji-kana powerpoint→[Microsoft](http://download.microsoft.com/download/2/E/0/2E0B610E-6A5D-4AB4-B597-EDA68D79225E/ppt_menu.zip) (146MB) * [Web]*[Marugoto](http://marugotoweb.jp/)* [plus](http://marugotoweb.jp/)→*[katakana](http://marugotoweb.jp/basic_training.php?p=kt),* [*hiragana*](http://marugotoweb.jp/basic_training.php?p=h) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Characters**   * *Hiragana* are used to write words of Japanese origin; *katakana* are mainly used to write words derived from other languages. They are used differently, but their pronunciation is the same. * The *hiragana/katakana* chart is arranged with vowels (a, i, u, e, o) vertically and consonants (k, s, t, n, h, m, y, r, w) horizontally. * Refer to Unit 1-2 for pronunciation guidelines. You can also check [*Marugoto Plus*](http://marugotoweb.jp/basic_training.php?p=h), which matches characters to sound files with their pronunciation. * The character ン at the end of a word can represent an ‘*m’* sound, an ‘*n’* sound etc. The distinction between this and *na, ni, nu, ne, no* is important. * Placing two lines「゛」on the top right of the basic characters represents modified consonants. k→g、s→z、t→d、h→b * The pronunciations of ジ and ズ on the z-line and ヂand ヅ on the d-line are the same. ジ and ズ on the z-line are more generally used. * Adding a circle 「゜」to the top right of the characters on the h-line represents the p-sound. | **Stroke order**   * There is a set stroke order for every Japanese character. The order matches the strokes of a brush when writing calligraphy, and helps one to write characters clearly and correctly. * Check the characters’ stroke orders on the provided Powerpoints, or on *Marugoto* Plus. * Stroke order generally consists of movements from top to bottom, and left to right, but it is important to check this for certain individual cases. * In Japanese primary schools, pupils receive strict instruction and testing on correct stroke order. You can relate this fact to pupils as an example of Japanese school culture. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite*  ***doko***  ***dore***  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Please stand up  Please look  Please write  Please be quiet  where  which  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent |

(New vocabulary is in bold)

**Section 2: Read and write Japanese name (2)**

**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 of previous lesson: say Japanese names with *katakana*. If possible, try practicing with names of fruits etc. * Explain the lesson objectives.   + Understand the relationship between Japanese sounds and characters (*Katakana*) | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen*  *tomato*  *meron* | * [ppt]Unit 2-2 |
| * understand the functions of *hiragana,* *katakana* and *kanji* * understand the relationship between Japanese sounds and characters | * Using the *katakana* chart, identify the correspondence between Japanese sounds and characters (2nd time) * This lesson will teach the sounds represented by combinations with small ャュョ(ya, yu, yo), long vowels, and double consonants * First, have pupils select *katakana* combined with small ャュョ(ya, yu, yo) from the *katakana* chart to spell out the names of characters they know (eg. *pikachuu*)   + When asking names, practice using the *namae wa?* (What is his/her name?) *...desu* (he/she is ..) construction that has already been learned   + Confirm what the name is in *romaji*, and then choose the appropriate characters from the *katakana* chart. Ask questions such as *’kya’ wa doko?* (Where is ‘kya’?) or *’kya’ wa dore*? (Which is the letter ‘kya’?)   + Practice stroke order using Powerpoint etc. When practicing writing, say “ichi, ni, san” etc together while tracing big letters in the air * When writing long vowels (aa, ii, uu, ee, oo) in *katakana*, a dash 「ー」is used. Eg Pikachu (*pikachuu*) is written ピカチュー. * Sounds indicated with a double consonant in *romaji* represent a single pause between the prior and following sounds. In these cases a small “tsu”「ッ」is inserted. Eg *poketto*(pocket)→ポケット * If time allows, have pupils practice writing the characters. Use the phrase *kaite kudasai* (Please write!) | *Katakana chart*  *Namae wa?*  *..desu*  *..wa doko?*  *..wa kore?*  *Kaite kudasai* | * [ppt]Unit 2-2 * [IWB] * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * Kanji-kana powerpoint→[Microsoft](http://download.microsoft.com/download/2/E/0/2E0B610E-6A5D-4AB4-B597-EDA68D79225E/ppt_menu.zip) (146MB) * [Web]*[Marugoto](http://marugotoweb.jp/)* [plus](http://marugotoweb.jp/) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Characters**   * The 「－」dash mark for a long vowel is written as 「|」when writing vertically. |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite*  *doko*  *dore*  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Please stand up  Please look  Please write  Please be quiet  where  which  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *ee* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent |

(New vocabulary is in bold)

**Section 3: Read and write your name in Japanese**

**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). * Explain the lesson objectives.   + Write your name in Japanese   + Write sounds not found in Japanese with *katakana* | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 2-3 |
| * become able to write your name in *katakana* * understand the functions of *hiragana,*  *katakana* and *kanji* * understand the relationship between Japanese sounds and characters | * Writing names   + When a name is made up of consonant/vowel pairs found on the *katakana* list, use the appropriate *katakana*. Eg Anna→A+n+na→アンナ   + For consonants unaccompanied by vowels: add ‘o’ to the end of ‘t’ and ‘d’. Eg Ed→E+d**o**→エド   + For consonants other than ‘t’ and ‘d’, add ‘u’ o the end. Eg Tom→To+m**u**→トム   + If a consonant is not in the *katakana* list, look for a character with a similar pronunciation. Eg Thomas→To ma s**u**→トマス、Conor→Ko no r**u**→コノール**、**Maxim→Ma ku shi m**u→**マクシム   + Use ‘r’ in place of ‘l’. Eg Bill→Bi +r**u**→ビル * Add「ー」when you want to make a long vowel sound. Eg Aaron→A+ー+ro+n→アーロン * Add「ッ」to “blocked” sounds. Eg Ted→Te+ddo→テッド. Fred→ Fu+re+ddo→フレッド * If you are unsure how best to write a name in *katakana*, consult the sites below:   + [Your Name In Japanese](http://japanesetranslator.co.uk/dictionaries/your-name-in-japanese/)   + [English to *katakana* converter](http://www.sljfaq.org/cgi/e2k.cgi)   + Name in UK, [boys](http://www.geocities.jp/mt_erech_ave/english_boy.html) and [girls](http://www.geocities.jp/mt_erech_ave/english_girl.html) | *Katakana chart*  *Namae wa?*  *..desu*  *Kaite kudasai*  *Yonde kudasai* | * [ppt]Unit 2-3 * [IWB] * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * Kanji-kana powerpoint→[Microsoft](http://download.microsoft.com/download/2/E/0/2E0B610E-6A5D-4AB4-B597-EDA68D79225E/ppt_menu.zip) (146MB) * [Web]*[Marugoto](http://marugotoweb.jp/)* [plus](http://marugotoweb.jp/) * katakana for non Japanese names (excel) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Pronunciation**   * There are cases where is not possible to directly represent sounds not found in Japanese language with Japanese characters (eg the pronunciation of r). Depending on a name’s pronunciation, it might sound funny, or be mocked or made fun of by the children. Explain the characteristic differences between English and Japanese sounds. * When doing self-introductions etc, it is not uncommon for Japanese people to struggle with the English pronunciations of names. Writing your name in *katakana* and saying it with Japanese pronunciation makes it easier for Japanese people to pronounce. | * Children who want their names to match their English pronunciation as closely as possible when written in *katakana* may refer to the “*Katakana* for non-Japanese names” diagram |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tatte kudasai*  *Mite*  *Kaite*  *Yonde*  *Shizuka ni shite*  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Please stand up  Please look  Please write  Please read  Please be quiet  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent |

(New vocabulary is in bold)

**Section 4: Make a Thank you card or a Birthday card**

**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). * Explain the lesson objectives.   + Make a thank you card or a birthday card | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 2-4 |
| * make a thank you card or a birthday card * become able to write your name in *katakana* * become able to write a card in *hiragana* * understand the functions of *hiragana and katakana* * understand the relationship between Japanese sounds and characters | * Teaching the names of the months   + Introduce the names of the 12 months. Ask children if they recognise the pattern.   + Ask which months sound different from just counting 1-12 (April, *shigatsu,* and July, *shichigatsu*) Count all the months together, focusing on the pronunciation.   + Play a game. The teacher says the name of a month in Japanese and children pick a piece of paper which has the month in English, or point at the page of a calendar that is displayed on the wall. * Write a card (birthday or thank-you card)   + Children stand up when they hear their birth month (which the teacher calls out) and make a group.   + In groups, children practise and say their birth month. The others respond with ‘*tanjoobi omedetoo’* (Happy Birthday!) which literally means ‘Birthday, congratulations!’   + Find the *hiragana* for ‘*tanjoobi omedetoo’* (Happy Birthday!) and ‘*arigatoo’* (thank you)   + Practice stroke order in accordance with the Powerpoint slides. Practice numbers *ichi, ni, san* etc at the same time   + Have children write their names in *katakana* on the birthday/thank-you cards. They can either write ‘*omedetoo’* or ‘*arigatoo’* themselves, or use cards which already have these messages traced on them.   + Children may also write their partners’ names. If time is limited, writing this in English is also OK.   + Optional Mother’s Day slide is also included. | *gatsu* for counting months  *ichi-gatsu* (1+month=January) *ni-gatsu* (2+month=Feb.)  *san-gatsu*  *shi-gatsu*  *go-gatsu*  *roku-gatsu*  *shichi-gatsu*  *hachi-gatsu*  *ku-gatsu*  *juu-gatsu*  *juuichi-gatsu*  *juuni-gatsu*  *Tanjoobi Omedetoo*  *Arigatoo* | * [ppt]Unit 2-4 * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * Kanji-kana powerpoint→[Microsoft](http://download.microsoft.com/download/2/E/0/2E0B610E-6A5D-4AB4-B597-EDA68D79225E/ppt_menu.zip) (146MB) * [Web]*[Marugoto](http://marugotoweb.jp/)* [plus](http://marugotoweb.jp/) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * In Japan, the names of months are made up of the combination of their respective numbers and月(*gatsu*). * However, the months April, July and September are not read as *yon-gatsu*, *nana-gatsu*, and *kyuu-gatsu* (as these numbers were taught in Unit 1), but rather as *shi-gatsu, schichi-gatsu* and *ku-gatsu*. * Because the names of days of the month are very irregular, you do not have to teach them here. However, they are summarised on the *Marugoto* *Plus* site. [link](http://words.marugotoweb.jp/static_contents/pc/collection/calendar.php?lang=en) | **Note about *hiragana***   * Long vowel sounds are written in romaji as *aa, ii, uu, ee, oo*, but this can change when writing in *hiragana*. Long ‘a’, ‘I’ and ‘u’ sounds add the *hiragana* for「あ」「い」and「う」to the end, as in *romaji*. However, in the case of ‘e’ and ‘o’, the *hiragana* for i「イ」 and u「ウ」, respectively, are added at the end of long sounds instead of a repeated ‘e’ and ‘o’. For example, *sensee* (teacher) is written in *hiragana* as senseiせんせい; *arigatoo*(thank you) is written as arigatouありがとう. There are however cases where e and o actually are added to the end of long sounds for these vowels. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***gatsu***  ***ichi-gatsu***  ***ni-gatsu***  ***san-gatsu***  ***shi-gatsu***  ***go-gatsu***  ***roku-gatsu***  ***shichi-gatsu***  ***hachi-gatsu***  ***ku-gatsu***  ***juu-gatsu***  ***juu-ichigatsu***  ***Juu-nigatsu***  ***Tanjoobi***  ***Omedetoo***  *Tatte kudasai*  *Mite*  *Kaite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  *gatsu* for counting months  January  February  March  April  May  June  July  August  September  October  November  December  *birthday*  *congratulation*  Please stand up  Please look  Please write | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***gatsu***  ***ichi-gatsu***  ***ni-gatsu***  ***san-gatsu***  ***shi-gatsu***  ***go-gatsu***  ***roku-gatsu***  ***shichi-gatsu***  ***hachi-gatsu***  ***ku-gatsu***  ***juu-gatsu***  ***juu-ichigatsu***  ***Juu-nigatsu***  ***Tanjoobi***  ***Omedetoo***  *Hai*  *Imasen* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  *gatsu* for counting months  January  February  March  April  May  June  July  August  September  October  November  December  *birthday*  *congratulation*  Yes  Absent |

(New vocabulary is in bold)

**Section 5: Make a Greeting card with Origami**

**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). * Explain the lesson objectives.   + Make a greeting card with origami | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 2-5 |
| * make a greeting card with origami * become able to write your name in *katakana* * become able to write a card in *hiragana* * follow instructions to create origami * understand the functions of *hiragana and katakana* * understand the relationship between Japanese sounds and characters | * Make a simple origami model following the teacher’s instructions.   + Use the phrases *Tsukurimasu* (make), *Orimasu* (fold), *Harimasu* (glue), *Kakimasu* (write), *Dekimashita?* (Did you finish?) while creating origami   + It is not necessary to practice these instructions as long as the children understand them. * Complete a Christmas or greeting card following the teacher’s model. Write the messages「メリークリスマス」*Merii Kurisumasu* (Merry Christmas!) in *katakana*, and 「よい、おとしを!」*Yoi o-toshi o* (Have a good year!) in *hiragana*. Add names in *katakana*. * Glue the origami to the card. Display the cards in class, and then make use of them by giving them to family or friends. | *tsukurimasu*  *orimasu*  *harimasu*  *kakimasu*  *Dekimashita?* | * [ppt]Unit 2-5 * JFL Resources [Script](http://www.jpf.org.uk/language/teaching_resources.php#script) * Kanji-kana powerpoint→[Microsoft](http://download.microsoft.com/download/2/E/0/2E0B610E-6A5D-4AB4-B597-EDA68D79225E/ppt_menu.zip) (146MB) * [Web]*[Marugoto](http://marugotoweb.jp/)* [plus](http://marugotoweb.jp/) |
| * learn about New Year’s holidays in Japan | * Learn about New Year’s holidays in Japan |  | * [Web] [Kids Web Japan](http://web-japan.org/kidsweb/index.html)→[Ushering in the New Year](http://web-japan.org/kidsweb/explore/calendar/december/omisoka.html), [New Year’s Day](http://web-japan.org/kidsweb/explore/calendar/january/gantan.html) * [The Japan Forum](http://www.tjf.or.jp/eng/index.html)→[Year End and the New Year](http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/toshikoshi.html) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * Japanese verbs take many forms. The form ending in –*masu* is called masu-form, which is used in polite speech. * Masu-form verbs are made into their negative forms by changing –*masu* to –*masen*. For example, the phrase *imasen* (absent), used when taking the register, is the negative form of *imasu* (to be), meaning “he/she is not here”. * Past tense verbs are made by changing –*masu* to –*mashita*, as in *dekimashita?* (Did you finish?) Negative form past tense verbs use –*masendeshita*. * Japanese nouns do not have gender, and there is no grammatical distinction between singular and plural, so unlike French or Spanish, the language does not have complicated verb conjugations. For example, *kakimasu* (to write) is always written as *kakimasu* regardless of whether the subject is I, you, he, she, we, you (plural), they etc. * *Kaite kudasai* (Please write), learned in Unit 1, is an example of a verb’s te-form. This form has different meanings depending on what is added to the end of the verb. In cases where nothing is added to the end (eg *kaite*), it signifies a request. * When relaying instructions for origami etc, as in this section, it is acceptable to use either masu-form or to use te-form as a request. | **Culture**   * New Year’s Eve and Day are the biggest holiday celebrations in Japan. For information on various New Year’s events, refer to the following links: [Kids Web Japan](http://web-japan.org/kidsweb/index.html)→[Ushering in the New Year](http://web-japan.org/kidsweb/explore/calendar/december/omisoka.html), [New Year’s Day](http://web-japan.org/kidsweb/explore/calendar/january/gantan.html), [The Japan Forum](http://www.tjf.or.jp/eng/index.html)→[Year End and the New Year](http://www.tjf.or.jp/deai/contents/teacher/mini_en/html/toshikoshi.html) * Refer to [Kids Web Japan](http://web-japan.org/kidsweb/index.html)→[Origami](http://web-japan.org/kidsweb/virtual/origami2/index.html) for information on origami |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***Tsukurimasu***  ***Orimasu***  ***Harimasu***  ***Kakimasu***  ***Dekimashita?***  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  tomake  to fold  to glue  to write  Did you finish?  Please stand up  Please look  Please write  Please be quiet | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tsukurimasu*  *Orimasu*  *Harimasu*  *Kakimasu*  *Dekimashita?*  *Hai*  *Imasen* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  *to* make  to fold  to glue  to write  Did you finish?  Yes  Absent |

(New vocabulary is in bold)