 **Unit 7 Nihon ryokoo 日本旅行** (Trip to Japan)

**About this unit**

In this unit, children learn the names of some regions and towns in Japan and how to identify where they are. They learn some phrases about the weather, names of vehicles, and the days of the week so that they can plan their trip in Japan. They add to their repertoire of songs and learning strategies to help them remember new language.

|  |  |
| --- | --- |
| New Language | Expectations |
| * Names of regions and cities e.g. *Tookyoo* (Tokyo), *Kyooto* (Kyoto), *Hokkaidoo* (Hokkaido) * Weather phrases e.g. *tenki* (weather), *hare* (fine), *ame* (rain) * Days of the week * Vehicle names e.g. *kuruma* (car), *basu* (bus), *densha* (train) * Numbers from 100-1000 * Expressions for place/location (*koko, soko, asoko, doko*) * Use of verbs of movement, e.g. ..*. e ikimasu* (go to ...) * Expressions for modes of transport, e.g. *… de ikimasu* (go by ...) * Some kanji related to cities’ names, e.g. 東京、京都 * Some kanji related to days of the week, e.g. 日、月、火、水、木、金、土 | Most children will   * + identify and accurately pronounce the names of some cities in Japan   + talk about weather   + locate cities in Japan on a map, using *koko, soko, asoko* and *doko*   + talk about vehicles   + understand numbers from 100-1000   + talk about a trip in Japan, using expressions for movement and modes of transport   + gain knowledge of Japanese geography, such as the names of major cities, landmarks, climate etc.   + accurately copy some kanji related to days of the week |

[**Section 1: Japanese cities**](#Section1)

[**Section 2: Tokyo**](#Section2)

[**Section 3: weather (Hokkaido and Okinawa)**](#Section3)

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

[**Section 5: Plan for a trip in Japan**](#Section5)

**Section 1: Japanese Cities**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Learn about Japan’s cities, climate, transport etc. through unit on travel in Japan   + Learn about Japan’s major cities, examine where they are | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 7-1 |
| * listen with care * repeat words and phrases modelled by the teacher * say some names of regions and cities * use expressions for place(s) | * Introduce Japan’s main cities using [Visit Japan](http://www.visitjapan.jp/en/), [Yokoso Japan by Arashi](https://www.youtube.com/watch?v=XTT1O2VtrSY) etc. * Confirm these cities’ locations on a map of Japan   + Introduce *koko, soko, asoko, doko* (here, there, over there, where)   + Memorise *koko, soko, asoko, doko* using body movements/gestures   + Confirm the location of cities which come up on the video while looking at the map. Ask *Tookyoo wa doko desu ka?* (where is Tokyo?) etc.   + At first, use the words *koko? soko? doko?* while confirming where cities are   + As they get used to the activity, have pupils point to the map and say *koko desu* (HHere it is!)   + You could also have pupils write cities’ names in the right place on worksheets with maps of Japan | *Tookyoo*  *Kyooto*  *Hokkaidoo*  *Aomori*  *Kagoshima*  *Okinawa*  *Hiroshima*  *koko*  *soko*  *asoko*  *doko*  *..wa doko desu ka?* | * [ppt]Unit 7-1 * [Web] [Visit Japan](http://www.visitjapan.jp/en/), [Yokoso Japan by Arashi](https://www.youtube.com/watch?v=XTT1O2VtrSY) |
| * Point out locations of major cities on a map of Japan |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * When the speaker and the listener are in separate places, *koko* is the speaker’s position, *soko* is the listener’s position, and any place besides these is *asoko*. * If the speaker and the listener are both in the same place, or if there is only a speaker present, *koko* is the area close to the speaker, areas far from the speaker are *asoko*, and areas which are neither close nor far are *soko*. * The appropriate question form is … *wa doko desu ka?* (Where is /are ...?), while the answer is (…*wa*) *koko/soko/asoko desu*. (Here it is/There it is/ It’s over there) | **Culture**   * Refer to [Kids Web Japan](http://web-japan.org/kidsweb/explore/regions/index.html) etc. for information on Japan’s cities and territory |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***Tookyoo***  ***Kyooto***  ***Hokkaidoo***  ***Aomori***  ***Kagoshima***  ***Okinawa***  ***Hiroshima***  ***koko***  ***soko***  ***asoko***  ***doko***  ***..wa doko desu ka?*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Tokyo  Kyoto  Hokkaidoo  Aomori  Kagoshima  Okinawa  Hiroshima  here  there  over there  Where is/are …? | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***Tookyoo***  ***Kyooto***  ***Hokkaidoo***  ***Aomori***  ***Kagoshima***  ***Okinawa***  ***Hiroshima***  ***koko***  ***soko***  ***asoko***  ***doko***  ***..wa doko desu ka?*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Tokyo  Kyoto  Hokkaidoo  Aomori  Kagoshima  Okinawa  Hiroshima  here  there  over there  Where is/are …? |

(New vocabulary is in bold)

**Section 2: Tokyo**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: *koko, soko, asoko, doko* / colours(→Unit4) * Explain the lesson objectives:   + Learn about Tokyo’s landmarks and history   + Write Tokyo in kanji | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 7-2 |
| * identify particular words * Learn about the kanji system * Write in kanji | * Carry out language activities while doing the Tokyo quiz on the PowerPoint for Unit 7-2   + Point out Tokyo’s location on the map with the phrase *koko desu*   + Colour in the five rings of the Tokyo Olympics, using the phrase *koko wa aka desu. koko wa kuro desu.* etc. while putting in the right colours * Kanji: 日本(Japan)、東京(Tokyo)、京都(Kyoto)   + The kanji 日本(Japan) has already been taught, so have pupils guess which out of 東京and 京都is Tokyo   + If pupils can match the pronunciation of To**kyo** and **Kyo**to to the pattern of東**京** and **京**都, they can work out that To**kyo** is 東**京**   + Further, if pupils learn from the quiz that both Tokyo and Kyoto have been the Japanese capital in the past, they may work out the meaning of the kanji 京(capital) shared by both 東京 and 京都   + Learn the rules of writing words in kanji through guessing games like the ones above * Write the kanji 東京 for Tokyo   + Practice the stroke order while saying *ichi, ni, san*, then try writing it out fully * Learn about Tokyo landmarks   + Using the Unit 7-2 PowerPoint, select Tokyo landmarks while looking at [Is Japan Cool? Tokyo](https://www.ana-cooljapan.com/contents/tokyo/) | *ichi*  *ni*  *san*  *koko*  *soko*  *asoko*  *doko*  *..wa doko desu ka?*  *aka*  *ao*  *pinku*  *kiiro*  *midori*  *shiro*  *kuro*  *chairo*  *orenji*  *guree* | * [ppt]Unit 7-2 * [Web] [Is Japan Cool? Tokyo](https://www.ana-cooljapan.com/contents/tokyo/) |
| * Recognise Tokyo landmarks |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Culture**   * This lesson has no new language content; the objective is learning about Tokyo * Refer to [Official Tokyo travel guide](http://www.gotokyo.org/en/index.html) for information on the city of Tokyo and its history * Refer to [Tokyo 2020](http://tokyo2020.jp/en/) for information on the 2020 Tokyo Olympics * Refer to [Japanese Olympic Commitee](http://www.joc.or.jp/english/) for information on Japan’s relationship to the Olympics |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *ichi*  *ni*  *san*  *koko*  *soko*  *asoko*  *doko*  *..wa doko desu ka?*  *aka*  *ao*  *pinku*  *kiiro*  *midori*  *shiro*  *kuro*  *chairo*  *orenji*  *guree* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  one  two  three  here  there  over there  where  Where is/are…?  red  blue  pink  yellow  green  white  black  brown  orange  grey | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *ichi*  *ni*  *san*  *koko*  *soko*  *asoko*  *doko*  *..wa doko desu ka?*  *aka*  *ao*  *pinku*  *kiiro*  *midori*  *shiro*  *kuro*  *chairo*  *orenji*  *guree* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  one  two  three  here  there  over there  where  Where is/are…?  red  blue  pink  yellow  green  white  black  brown  orange  grey |

(New vocabulary is in bold)

**Section 3: Weather (*Hokkaido* and *Okinawa*)**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: Talking about place/location * Explain the lesson objectives.   + Learn how to talk about the weather in Japan   + Learn about Hokkaido and Okinawa | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 7-3 |
| * identify particular words * memorise words related to weather * talk about/ask questions about weather | * Learn how to talk about the weather   + Using the Unit 7-3 PowerPoint, introduce *tenki*(weather)   + Memorise weather-related vocabulary while listening to the [weather song (tenki)](http://www.genkienglish.net/genkijapan/japaneseweather.htm)   + Referring to Japanese weather reports etc. (<http://www3.nhk.or.jp/weather/>), talk about tomorrow’s weather. Eg *Tokyo no tenki wa doo desu ka*? (What is the weather like in Tokyo?) *Tokyo wa hare desu.* (It will be fine in Tokyo)   + Talk about the current weather * Learn about Hokkaido and Okinawa landmarks   + Using the Unit 7-3 PowerPoint, learn about Hokkaido and Okinawa landmarks. Refer to the video: [Hokkaido](http://www.visitjapan.jp/en/video/?id=25) [Okinawa](http://www.visitjapan.jp/en/video/?id=35)   + If possible, teach about the differences between Hokkaido’s and Okinawa’s climates. Eg *Hokkaido wa samui desu. Okinawa wa atsui desu* (Hokkaido is cold. Okinawa is hot) | *tenki*  *hare*  *kumori*  *ame*  *yuki*  *atsui*  *samui*  *tenki wa doo desu ka?*  *hare desu.*  *Shurijoo*  *yuki matsuri*  *sukyuuba daibingu*  *sukii*  *rabendaa*  *shiisaa raion* | * [ppt]Unit 7-3 * [Web] [weather song (tenki)](http://www.genkienglish.net/genkijapan/japaneseweather.htm) * [Web][*Hokkaido*](http://www.visitjapan.jp/en/video/?id=25)[*Okinawa*](http://www.visitjapan.jp/en/video/?id=35) |
| * learn about Hokkaido and Okinawa * talk about the differences between the two region |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * To talk about the weather, affix words such as *hare* (fine)*, kumori (*cloudy)*, ame* (rain)*, yuki* (snow)etc. to *desu* (to be)*,* eg *hare desu.* (It is fine.) * *Hare* (fine weather)*, kumori (*cloudiness)*, ame* (rain)*, yuki* (snow) etc. are all used as nouns in Japanese * When asking about the weather, use the phrase *tenki wa doo desu ka*? (doo means “how”) When asking about a specific place, use (place name) *no tenki wa doo desu ka? no* means “of”, so the literal translation would be “How is the weather of (place name)?” | **Culture**   * This lesson discusses Hokkaido and Okinawa, respectively the most northerly and southerly prefectures in Japan. Comparing the two allows one to talk about the diversity of Japan’s climate. * Refer to [Kids Web Japan](http://web-japan.org/kidsweb/explore/nature/index.html) for information on Japan’s nature and climate |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***tenki***  ***hare***  ***kumori***  ***ame***  ***yuki***  ***atsui***  ***samui***  ***..no tenki wa doo desu ka?***  ***Shurijoo***  ***yuki matsuri***  ***sukyuuba daibingu***  ***sukii***  ***rabendaa***  ***shiisaa raion*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  weather  fine(weather)  cloudiness  rain  snow  hot  cold  What is the weather like in ..?  Shurijo Castle  Snow Festival  Scuba Diving  Ski  Lavender farm  Shisa lion | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***tenki***  ***hare***  ***kumori***  ***ame***  ***yuki***  ***atsui***  ***samui*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  weather  fine(weather)  cloudiness  rain  snow  hot  cold |

(New vocabulary is in bold)

**Section 4: Transportation**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: talking about locations, *tenki* song * Explain the lesson objectives.   + Learn about Japanese vehicles | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 7-4 |
| * memorise words related to vehicles * understand large numbers * talk about/ask questions about vehicles | * Memorise vehicles’ names   + Introduce vehicle names using the Unit 7-4 PowerPoint * Compare different vehicles’ speeds   + Review numbers 1~10、11~20、10~100   + Introduce large numbers; 100~1000   + Using the Activities sheet, work out vehicles’ speeds. Eg *kuruma wa hyaku desu*. If possible, use km (*kiro-meetoru*) as well.   + If teaching this lesson after the numbers lesson with study on speed, use km/h (*jisoku).* Eg 50km/h *jisoku go-jukkiro*   + Because Japanese expresses distance in metres, it’s ok to use numbers converted into miles when speaking in Japanese     - *kiro* (kilo), *meetoru*(meter), *mairu*(mile)   + You can also work out how far from Tokyo one can travel in one hour via car, aeroplane etc. | *kuruma*  *takushii*  *basu*  *jitensha*  *densha*  *shinkansen*  *hikooki*  *fune*  *Rinia mootaa kaa*  *hyaku*  *ni-hyaku*  *san-byaku*  *yon-hyaku*  *go-hyaku*  *roppyaku*  *nana-hyaku*  *happaku*  *kyuu-hyaku*  *sen* | * [ppt]Unit 7-4 |
| * Compare different vehicles’ speeds * Learn about Japan’s size |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Vocabulary**   * Numbers in Japanese are constructed comparatively simply. If one can memorise the numbers 1-10, one can combine these to count up to 99. Eleven is ten-one, fifteen is ten-five, twenty is two-ten, twenty three is two-ten-three etc. * The numbers from 100 to 1000 also follow this simple pattern. Eg 253 is two-hundred-five-ten-three. However, take note that 300, 600 and 800 are exceptions, pronounced respectively as *sanbyaku* (not *san hyaku*), *roppyaku* (not *roku hyaku*) and *happyaku* (not *hachi hyaku*) * Refer to [Marugoto plus](http://words.marugotoweb.jp/static_contents/pc/collection/number.php?lang=en) for information on numbers | **Culture**   * For information on vehicles see [Kids Web Japan](http://web-japan.org/kidsweb/hitech/index.html) * There are plenty of videos available with a search for “shinkansen” or “Maglev train” on YouTube etc. * Japan uses the metric system, measuring distance in metres/kilometres, weight in grams/kilograms and volume in litres |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| ***kuruma***  ***takushii***  ***basu***  ***jitensha***  ***densha***  ***shinkansen***  ***hikooki***  ***fune***  ***Rinia mootaa kaa***  ***hyaku***  ***ni-hyaku***  ***san-byaku***  ***yon-hyaku***  ***go-hyaku***  ***roppyaku***  ***nana-hyaku***  ***happaku***  ***kyuu-hyaku***  ***sen***  ***kiro***  ***meetoru***  ***mairu*** | car  taxi  bas  bicycle  train  bullet train  airplane  ship  Linear motor car (Maglev train)  one hundred  two hundred  three hundred  four hundred  five hundred  six hundred  seven hundred  eight hundred  nine hundred  one thousand  kilo  meter  mile | ***kuruma***  ***takushii***  ***basu***  ***jitensha***  ***densha***  ***shinkansen***  ***hikooki***  ***fune***  ***Rinia mootaa kaa***  ***hyaku***  ***ni-hyaku***  ***san-byaku***  ***yon-hyaku***  ***go-hyaku***  ***roppyaku***  ***nana-hyaku***  ***happaku***  ***kyuu-hyaku***  ***sen*** | car  taxi  bas  bicycle  train  bullet train  airplane  ship  Linear motor car (Maglev train)  one hundred  two hundred  three hundred  four hundred  five hundred  six hundred  seven hundred  eight hundred  nine hundred  one thousand |

(New vocabulary is in bold)

**Section 5: Plan for a trip in Japan**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: talking about locations, *tenki* song * Explain the lesson objectives.   + Learning how to say days of the week   + Building a travel itinerary | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | [ppt]Unit 7-5 |
| * use vocabulary relating to the day of the week * vocabulary related to travel itinerary * Explain travel plans using *ikimasu* (go), (method of travel) *de* (by) | * Memorise how to say days of the week   + Introduce days of the week using the Unit 7-5 PowerPoint   + The various kanji meanings are as follows: 日(sun), 月(moon), 火(fire), 水(water), 木(tree), 金(gold), 土(ground)   + Have pupils match days of the week to their respective kanji. Having them work out the meanings from the shape of the kanji may be interesting   + Feel free to use section 5. Planning for a trip in the Activities folder * Building a travel itinerary   + Confirm the names of places in Japan   + Say where, when and by what method you will travel in Japanese. Eg *Nichiyoobi, hikooki de Tookyoo ni ikimasu.* (I will go to Tokyo by plane on Monday.)   + Indicate where you are travelling to by placing *ni*(to) after the location. Eg *Tookyoo ni* (to Tokyo) *Tookyoo ni ikimasu* (go to Tokyo), *Kyooto ni* (to Kyoto), *Kyooto ni ikimasu* (go to Kyoto)   + Indicate your method of travel by placing *de* (by) after the mode of transport. Eg *hikooki de* (by airplane), *hikooki de ikimasu* (go by airplane), *kuruma de* (by car), *kuruma de ikimasu* (go by car)   + Therefore, the sentence structure is (day), (transportation) *de* (place) *ni ikimasu*   + If time allows, have pupils present their travel plans to the class | *nichi-yoobi*  *getsu-yoobi*  *ka-yoobi*  *sui-yoobi*  *moku-yoobi*  *kin-yoobi*  *do-yoobi*  日  月  火  水  木  金  土  *ikimasu*  *ni*  *de* | * [ppt]Unit 7-5 |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * Unlike prepositions in English, Japanese particles are attached to the end of nouns to add grammatical meaning. Eg *hikooki* (air plane) *de* (by)= by airplane; *Tookyoo* (Tokyo) *ni* (to)= to Tokyo * In Japanese word order, verbs go at the end of a sentence and words related to them go just before. Eg *Nichiyoobi, hikooki de Tookyoo ni ikimasu* (I will go to Tokyo on Monday) * However, aside from this rule, particles indicate a grammatical feature (subject, purpose etc.), so there is a high degree of freedom in word order and it can be changed according to the speaker’s intention | **Note for Kanji**   * For information on kanji, refer to [Marugoto plus](http://a1.marugotoweb.jp/intro_to_jp.php?p=k), [Kids Web Japan](http://web-japan.org/kidsweb/language/quickkanji/index.html) etc.   **Culture**   * Japanese calendars generally start on Sunday and finish on Saturday. Performing an image search for カレンダー in Google etc. will provide numerous examples |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| ***nichi-yoobi***  ***getsu-yoobi***  ***ka-yoobi***  ***sui-yoobi***  ***moku-yoobi***  ***kin-yoobi***  ***do-yoobi***  ***ikimasu***  ***ni***  ***de***  **日**  **月**  **火**  **水**  **木**  **金**  **土** | Sunday  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  go  to  by | ***nichi-yoobi***  ***getsu-yoobi***  ***ka-yoobi***  ***sui-yoobi***  ***moku-yoobi***  ***kin-yoobi***  ***do-yoobi***  ***ikimasu***  ***ni***  ***de***  **日**  **月**  **火**  **水**  **木**  **金**  **土** | Sunday  Monday  Tuesday  Wednesday  Thursday  Friday  Saturday  go  to  by |