
Vocabulary

JAPANESE

konnichiwa
sayoonara
doozo
arigatoo gozaimasu
yobareru
kazoku
otoosan
okaasan
musuko
musume
oniisan
otooto
oneesan
imooto
ojiisan
obaasan
mago
ojisan
obasan
oi
mei
itoko
otona
otoko-no-ko
onna-no-ko
akachan
inu
neko
kisetsu
haru
natsu
aki
fuyu
utau

ENGLISH

hello
goodbye
please (go ahead)
thank you
to be called
family
father
mother
son
daughter
older brother
younger brother
older sister
younger sister
grandfather
grandmother
grandchild
uncle
aunt
nephew
niece
cousin
adult
boy
girl
baby
dog
cat
seasons
spring
summer
autumn
winter
to sing

- * **PAGE 2 PREP:** Ask the students to think about flowers or vegetables they would like to grow. If you want, have them pick a couple of their favorite flowers or vegetables to bring to class. Also bring brown paper bags, toothpicks and vegetables to cut up.

Side 1 of Audio Cassette
Page 1 in TEACH ME MORE JAPANESE
Teacher's Guide

- Materials** Audio cassette player, *Teach Me More Japanese* book and cassette for each student, crayons or markers, Mari poster, world map or globe, and pictures of the seasons.
- Objectives** The students will discuss their previous knowledge of Japanese and will be encouraged to communicate in Japanese with their classmates.
- They will learn the Japanese names for members of their families and will be introduced to the four seasons.
- Introduction** Introduce yourself in Japanese to the students with, “Konnichiwa, watashino namae wa (*your name*) desu.” (“Hello, my name is [*your name*].”) Use the map or globe to show where Japan is located. Compare the size of Australia to the size of Japan.
- Activities**
1. Play the audio cassette up to where Mari introduces herself.
 2. Have the students introduce themselves to their classmates. They may want to choose a special Japanese name. (See the list on page 34 of this guide.) Explain that adults greet each other with a bow.
 3. Play the song “*Anata-ga Utaeba*” (*You’ll Sing a Song*). Sing it a couple of times until the students feel comfortable.
 4. Have a koosh ball ready. Toss it to a student while asking the question, “*Namae-wa nan-desuka?*” (“What is your name?”) The student returns the ball and answers, “(*His/her name*) desu.” Repeat this with all the students. Variation: Have the students ask each other by tossing the ball among themselves.
 5. Have the students create their own family tree. Label the people in Japanese. Example: father = *otoosan*.
 6. Present the opportunity for the students to initiate Japanese pen pals. (See page 35 of this guide.)
- Closure** Ask the students to practise the new Japanese phrases with their families and friends.
- Color page 1 in *Teach Me More Japanese*.

Yookoso “Nihongo O Oshiet” e
Welcome to Teach Me More Japanese!
For Preschool to Year 6

Teach Me More Japanese initiates an inviting approach to language learning by using familiar children’s songs. A child’s early exposure to new languages and cultures enhances learning skills and promotes a better appreciation of a multicultural society. What better gift to offer our children than the tools and ideas to better understand the world we live in. This text provides a basis for early cultural awareness in the hope of stimulating cultural appreciation and understanding.

The Japanese language is unique in that it is made up of three writing systems. **Kanji**, or Chinese characters, was adopted into Japanese from Chinese, and served as the first written language in Japan. **Hiragana** is the phonetic writing system, designating the sound of each word. **Katakana** was the writing system developed to integrate foreign words into the Japanese language. In *Teach Me More Japanese*, the **Hiragana** system is introduced, but the emphasis is on basic conversational language. Because of this, **Romanji**, the Romanization of the Japanese sounds, is used. It facilitates quick understanding of pronunciation, thereby providing a relaxed environment for language learning.

Each time you enjoy *Teach Me More Japanese* you will need an audio cassette player, *Teach Me More Japanese* book and cassette and crayons or markers. On occasion, when other materials are needed, they will be listed in the previous day’s prep remarks.

Tanoshinde Kudasai...Have Fun!

Ganbatte Kudasai...Go for It!



Judy Mahoney