

Teaching Japanese For Juniors

idea book  
-2-



By Hiroko Nishibayashi

# KONNICHIIWA

The enthusiastic response to Idea Book 1 encouraged me to publish Idea Book 2. This book is a collection of more lesson ideas, flash cards, work sheets, games and activities. Again this book has been written in *roomaji* (English alphabet), for the benefit of teachers yet to master reading Japanese. There are many teachers who are taking on the challenge of learning Japanese for themselves, on top of teaching it to their class. I sincerely hope this book will be useful to them.

In my Japanese lessons I always have a theme. For example, if “Weather” is the theme I teach vocabulary relating to weather; we have conversations and role plays, make a weather wheel and play card games. However I try to involve as much previously learned vocabulary, expressions and language patterns as possible. Students pick up new words and learn very quickly. It is natural for students to forget just as quickly if they use those expressions in only one Japanese lesson per week.

To acquire a language skill, repetition and practice is essential. Something I am always conscious of is to teach using as much Japanese and as little English as possible. To plan lessons which involve previously learned vocabulary and skills, to have the students speak as much Japanese as possible. Not to place my emphasis on oral Japanese only. Hiragana recognition, oral skills, listening, reading and writing are all parts of learning the Japanese language. It is very important that the lessons be fun and enjoyable. Thus I am always trying to think of ideas for lessons. I have many nightmares because of this.

The ideas I come up with don't always work well but some are extremely successful. These are the ones I would like to share with you.

Because this book has been written in *roomaji*, please take care with the vowel sounds “a, i, u, e, o”, and the sounds written with “r” and “f”. Long vowel sounds are shown as “aa, ii, uu, ee, oo”, instead of “ā, ī, ū, ē, ō”.

*Otagai ni ganbarimashoo!*

Hiroko Nishibayashi

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## 1. Craft and game activities for having more conversation in Japanese



It is important to use as much previously covered vocabulary as possible. If an activity is simple, you are able to place the emphasis on using Japanese words. However complex activities will require an English explanation.

### Simple craft activities

#### Useful expressions and instructions

<i>Sumimasen.</i>	(Excuse me.)
_____ <i>o kudasai.</i>	(Please give me _____.)
_____ <i>o kashite kudasai.</i>	(Please lend me the _____.)
<i>Hai, doozo.</i>	(Here you are.)
<i>Arigatoo.</i>	(Thank you.)
<i>Dooitashimashite.</i>	(You're welcome.)
<i>Ii desu ka.</i>	(Is it all right? / Are you ready?)
<i>Wakarimashita ka.</i>	(Did you understand?)
<i>Hai. / Iie.</i>	(Yes. / No.)
<i>Mada desu.</i>	(Not yet.)
<i>Wakarimasen.</i>	(I don't understand.)
<i>Dekimashita ka.</i>	(Have you finished?)
<i>Owarimashita ka.</i>	(Have you finished?)
<i>Yoku dekimashita.</i>	(Well done.)
<i>Joozu desu yo.</i>	(You are very clever.)
<i>Ii desu yo.</i>	(It's good.)
<i>Otte kudasai.</i>	(Please fold.)
<i>Kitte kudasai.</i>	(Please cut.)
<i>Nori de hatte kudasai.</i>	(Please glue it.)
<i>Seroteepu de hatte kudasai.</i>	(Please stickytape it.)
<i>Kaite kudasai.</i>	(Please write / draw.)
<i>Iro o nutte kudasai.</i>	(Please colour in.)
<i>Hotchikisu de tomete kudasai.</i>	(Please staple it.)
_____ <i>o tsukutte kudasai.</i>	(Please make _____.)
<i>Hikkurigaeshite kudasai.</i>	(Please turn it over.)



By demonstrating the actions as you give instructions in Japanese, students will learn. Please resist the temptation to give instructions in English.

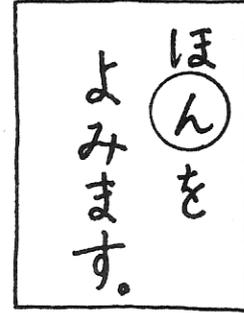
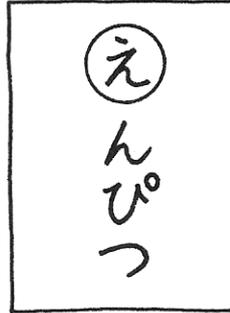
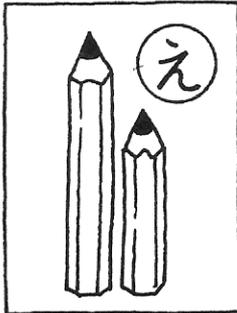
### 1 - *Karuta* (Japanese game cards)

January

*Karuta* is a Japanese style card game which is a popular activity for *Oshoogatsu* (the New Year). See page 64.



One set of *Karuta* has 46 pairs of picture and word cards. This is too much for one student to make, so it is better to have groups make a set, or have the class make a set.



Draw a circle in the top right hand corner. One Hiragana letter is written in it.

Write the word or a phrase beginning with the word of the matching picture card.

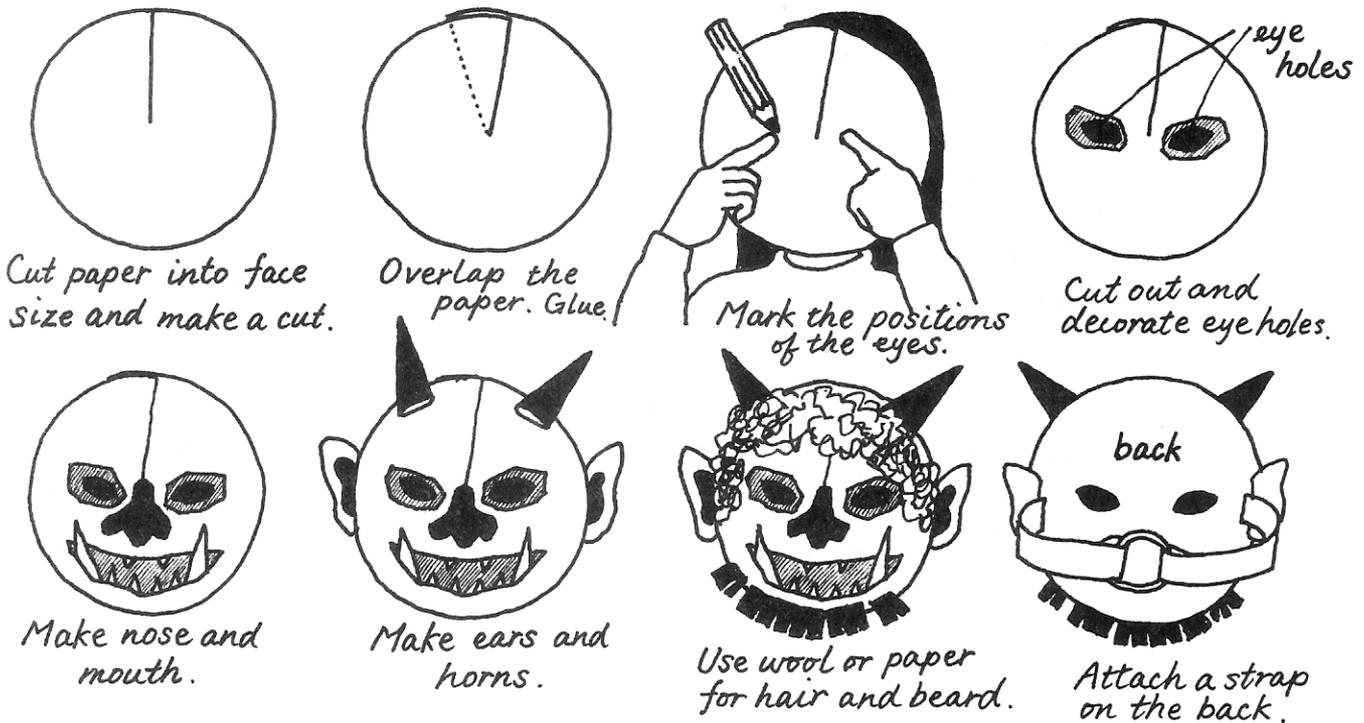
Draw a picture of something which starts with the letter. If it is difficult, it can be something which ends with the letter.



2 - *Oni no omen* (Demon mask)

February

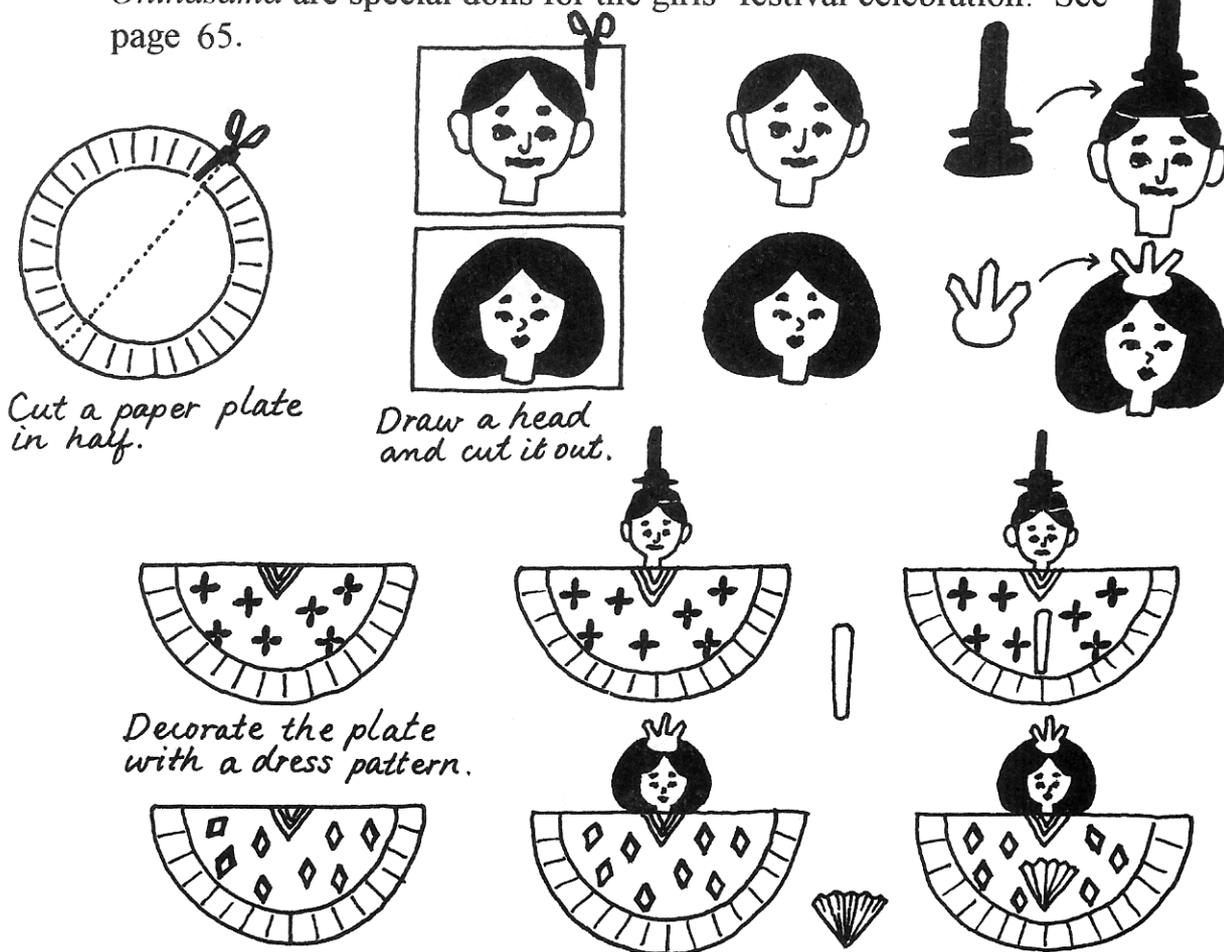
This activity is for *Setsubun* (bean throwing ceremony). See page 64.



3 - *Ohinasama* (Hina dolls)

March

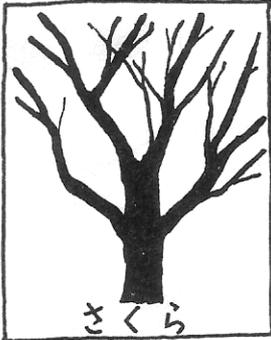
*Ohinasama* are special dolls for the girls' festival celebration. See page 65.



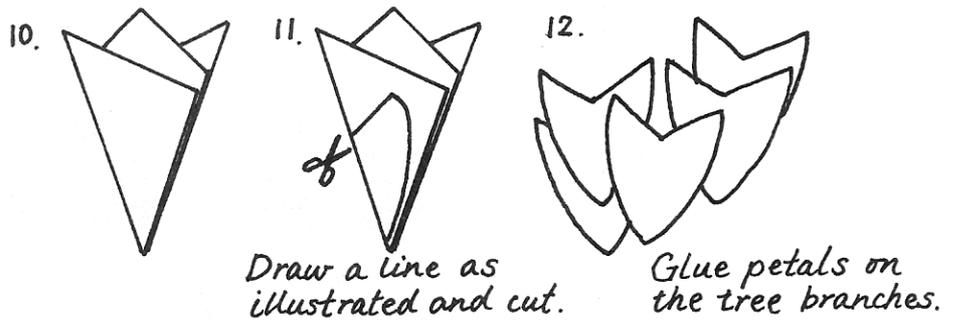
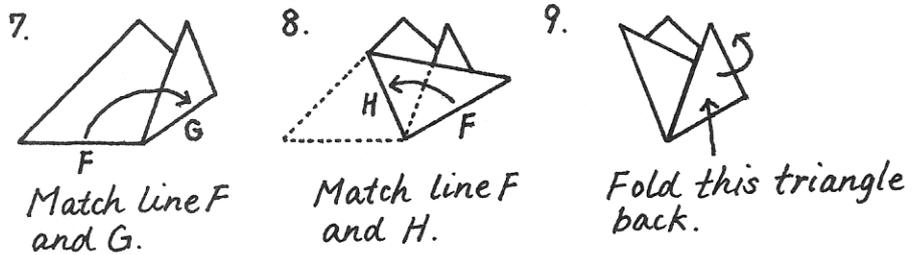
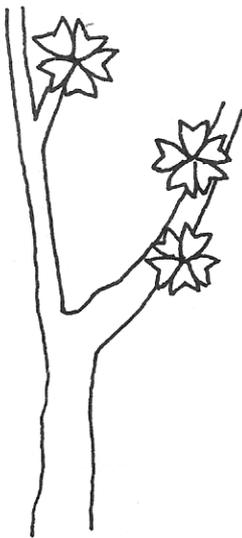
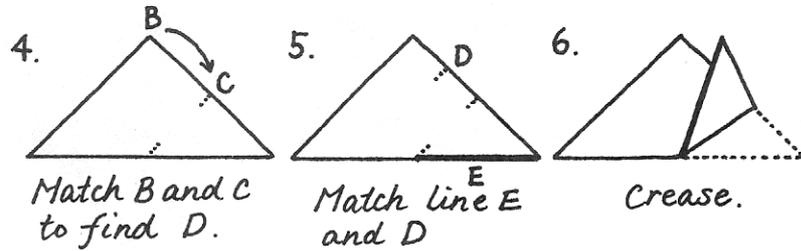
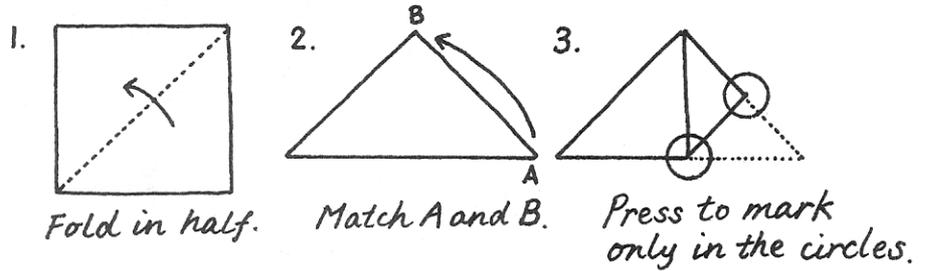
4 - *Sakura* (Cherry blossoms)

April

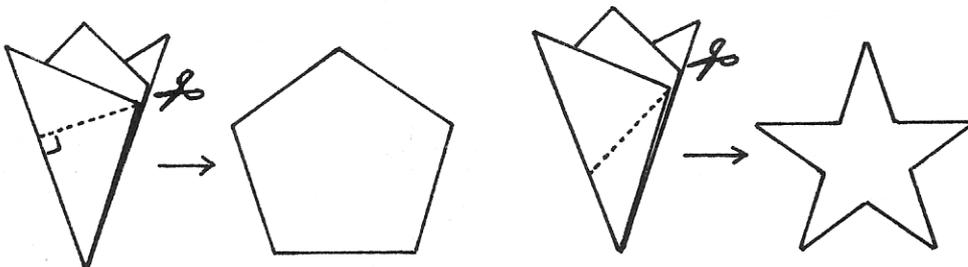
*Sakura* is the national blossom of Japan. April in Japan is the start of the school year and the financial year. It is also a time when the *sakura* are blossoming all over Japan. This is a very beautiful sight.



Paint cherry tree branches.



Cut 10 in the following manner and you can make a regular pentagon, or a star.

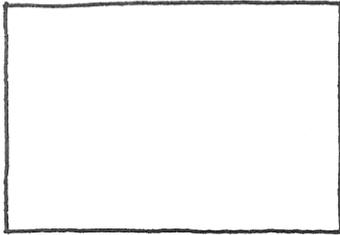


5 - *Koinobori* (Carp streamers)

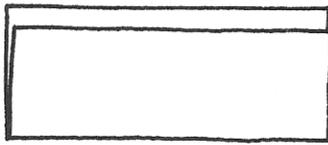
May

See page 65.

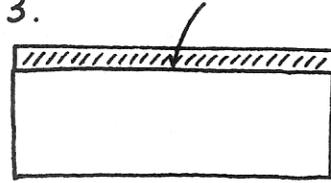
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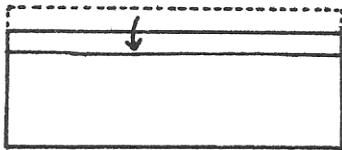
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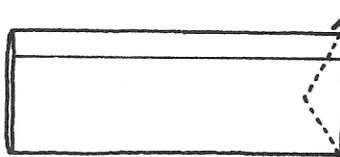
3.

*Glue shaded area.*

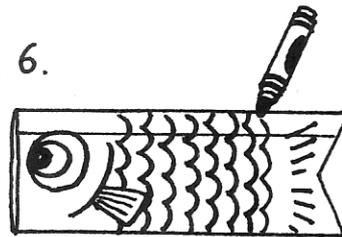
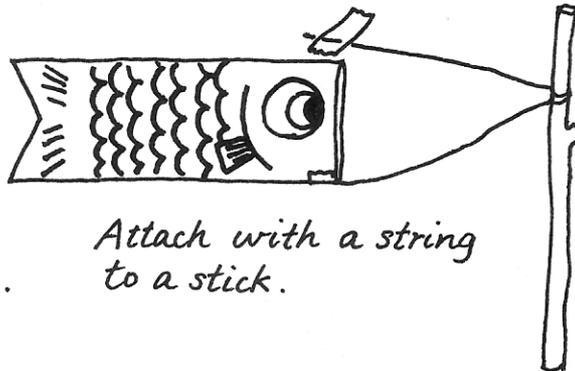
4.

*Fold and stick.*

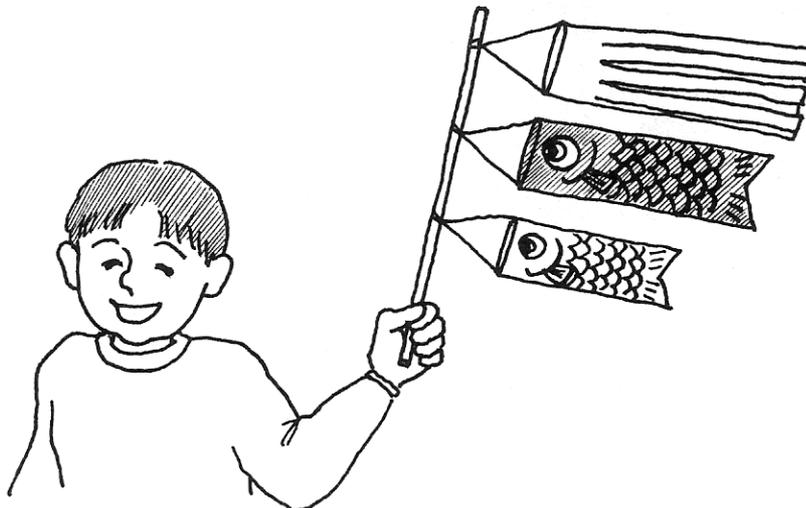
5.

*Cut the tail.*

6.

*Decorate.**Turn it around and decorate the other side.**Attach with a string to a stick.*

It is good to make a colourful streamer. Or to make father carp, mother carp and children carp.



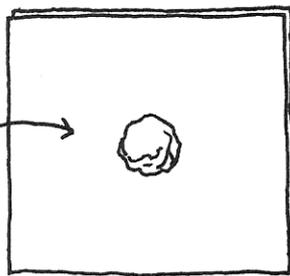
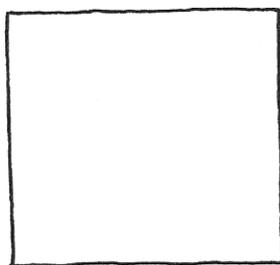
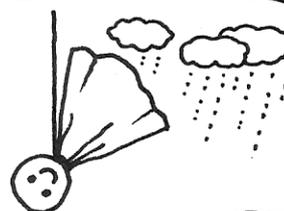
6 - *Teruteru boozu* (Good weather charm)

June

Japan's rainy season, which is called *tsuyu*, starts in June. However, June is the start of summer when children can enjoy lots of activities, for example going on excursions or swimming lessons. When children wish for good weather the following day, they make *Teruteru boozu* and hang them outside the window.



Please be careful, because if the *Teruteru boozu*'s head is too heavy, it will hang upside down and cause bad weather to come!



Screw up a tissue or a piece of paper.

Place it on a couple of tissues or a piece of paper.

Tie off with string.

♪ *Teru teru boozu*  
*Teru boozu*  
*Ashita tenkini shite okure* ♪



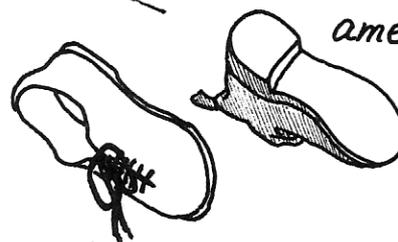
I will show you how to predict tomorrow's weather. By saying "*Ashita tenki ni naare*" (Be good weather tomorrow.) Kick one shoe far away. If the shoe lands right way up, it will be fine. If the shoe lands on its side, it will be cloudy, and if the shoe lands upside down, it will rain.



*hare*



*kumori*



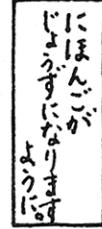
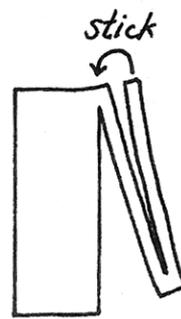
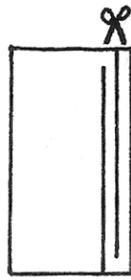
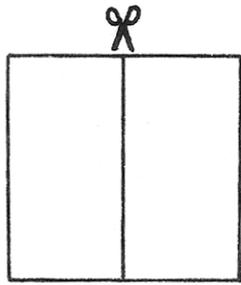
*ame*

7 - *Tanabata kazari* ("Star Festival" decorations)

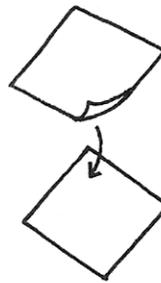
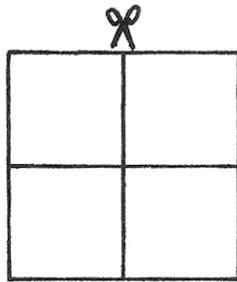
See page 65.

July

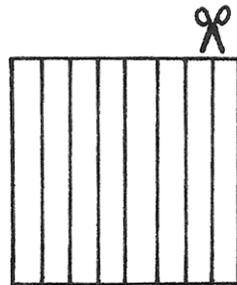
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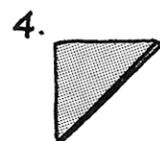
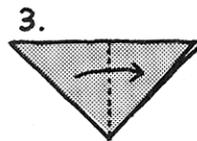
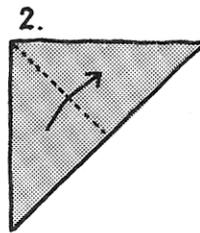
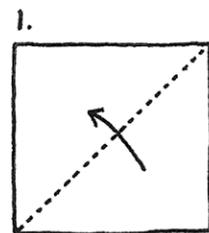
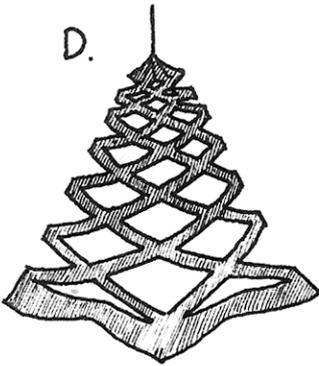
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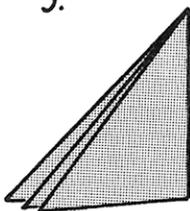
C.



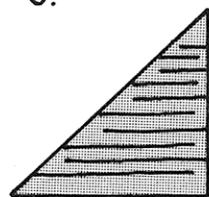
D.



5.

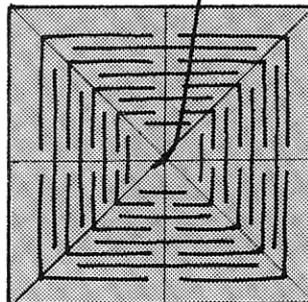


6.



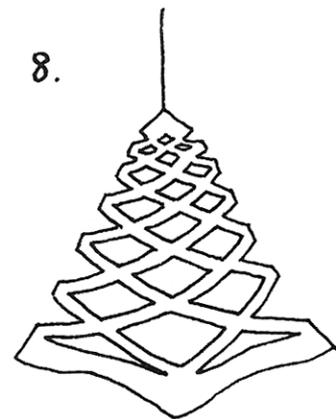
Cuts must come close to the edge. Carefully unfold.

7.



Attach a string to the centre.

8.



Lift the string up.

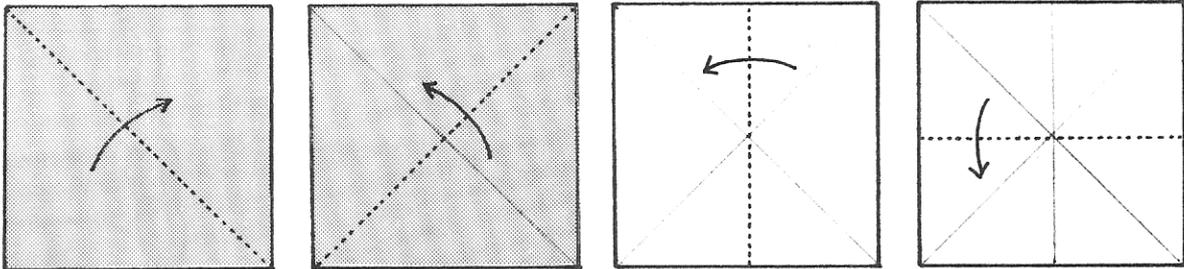
## 8 - *Orizuru* (Paper crane)

August

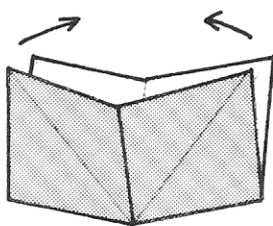
Paper cranes are now considered to be a peace symbol, after a story about a girl called Sadako. Sadako was two years old when the atomic bomb destroyed Hiroshima. She did not get injured, however, ten years later, Sadako became very ill with leukaemia, caused by the radiation of the bomb. Her friend told her that if she made one thousand paper cranes she would get better. Sadly, Sadako died after making 644 cranes. Sadako's class mates made the remaining 356 cranes, so that the 1000 paper cranes could be buried with her. Sadako's story was published and now *orizuru* have become a symbol of peace. There is a monument to Sadako in the Hiroshima Peace Memorial Park. Every year millions of paper cranes made by people all over the world are placed under the monument.



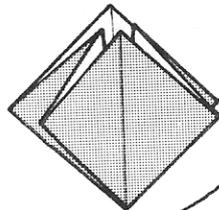
There are different techniques for folding paper cranes. Most books on origami have paper cranes included. Following is a very easy way to fold paper cranes for primary school students.



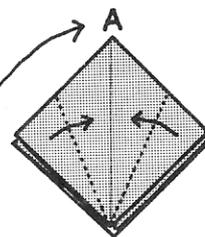
Make creases one at a time. Turn over.



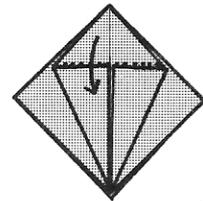
Bring outside corners together.



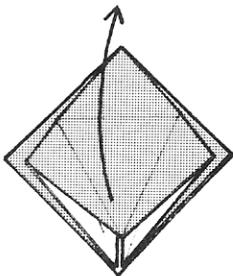
Turn it upside down.



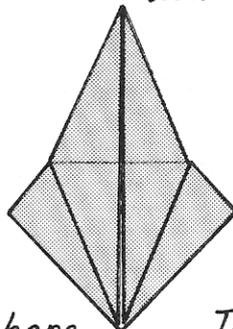
Fold two flaps to meet at centre.



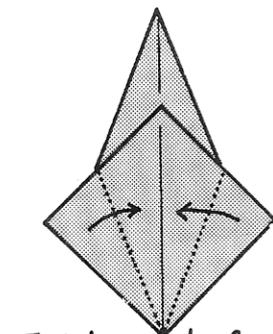
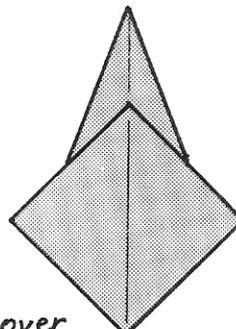
Fold top down to make a crease.



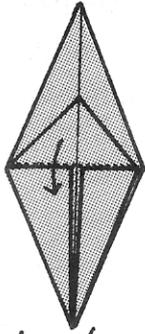
Open and flatten into a diamond shape.



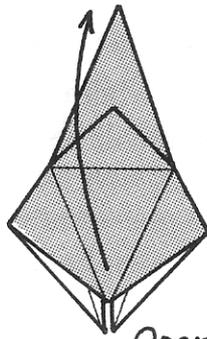
Turn over.



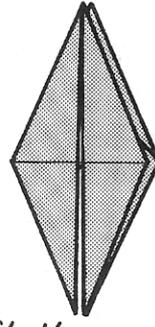
Fold as before.



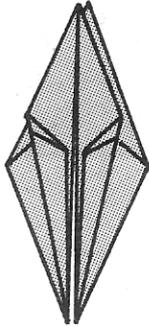
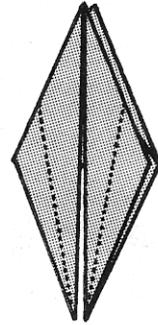
Fold top down to make a crease.



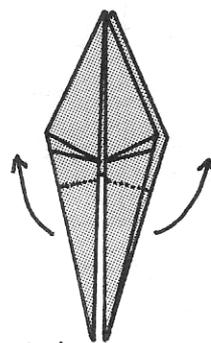
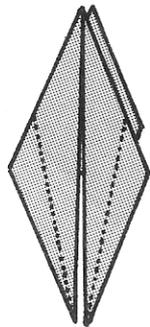
Open and flatten into a diamond shape.



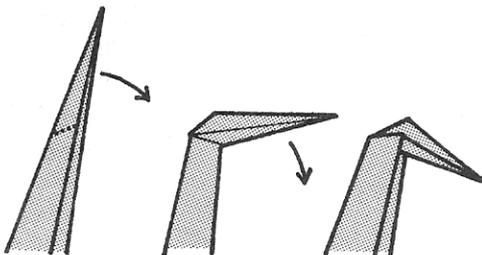
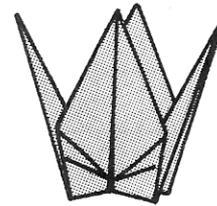
Fold flaps as illustrated.



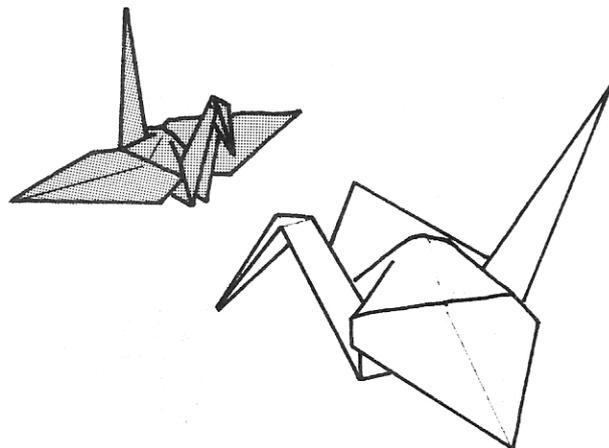
Turn over and fold flaps in the same manner.



Make a neck and a tail by folding long pieces up.



Make a head.



To display *senbazuru* (a thousand paper cranes), it is best to thread them together in groups up to about a metre long.

If you would like to send *senbazuru* to Hiroshima, this is the address of *Hiroshima Heiwa Kinenkan* (Hiroshima Peace Memorial Hall).

Heiwa Kinenkan  
1 Nakajima-cho, Naka-ku  
Hiroshima-shi, HIROSHIMA 730  
JAPAN

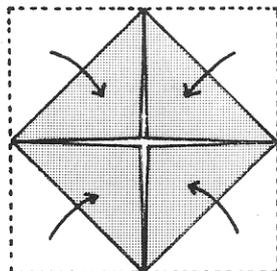
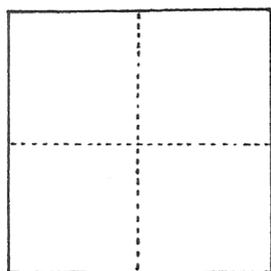
9 - Picture frame

September

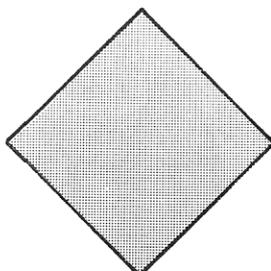
September 15 is "Respect for the Aged Day" in Japan. Many children give gifts or cards to their grandparents. Making a picture frame with a drawing of the childrens' grandparents will be a good gift.



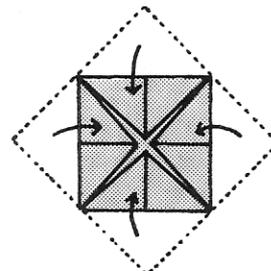
This activity is good for Mother's Day or Father's Day too.



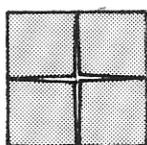
*Fold all corners to centre.*



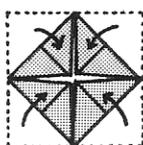
*Turn over.*



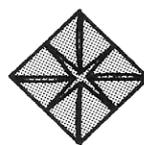
*All corners to centre.*



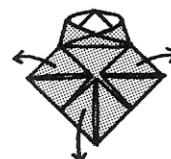
*Turn over.*



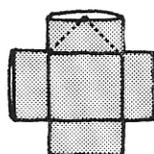
*All corners to centre.*



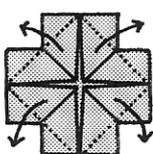
*Turn over.*



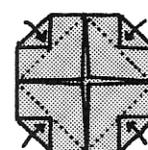
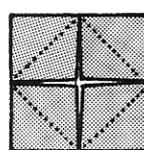
*Open and flatten each pocket.*



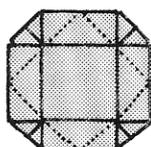
*All pockets are flattened.*



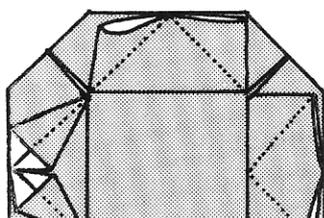
*Turn over and Fold all corners from centre out.*



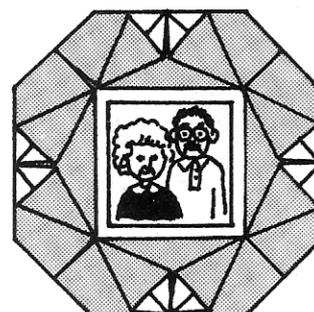
*Fold corners as illustrated.*



*Turn over.*



*Open and flatten each triangular pocket.*

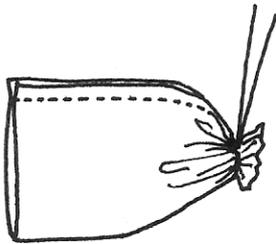
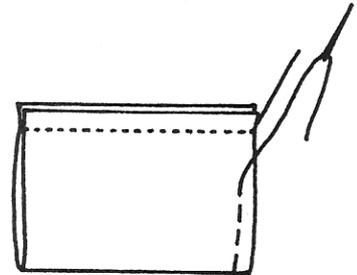
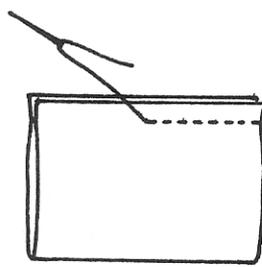
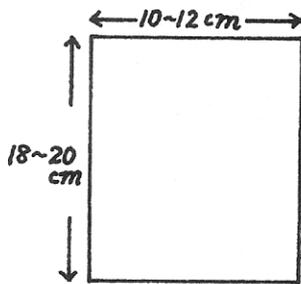


*Attach a picture.*

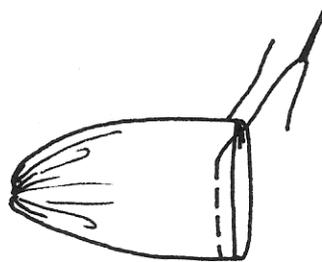
## 10 - *Tamaire no tama* (Balls for *tamaire* game)

October

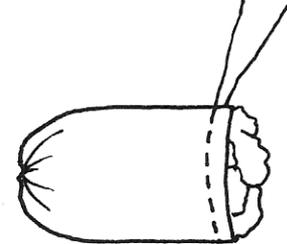
October 10 is "Health and Sports Day". On this day in 1964, the Tokyo Olympic Games began. Many athletic meetings called *undookai* are held by each school, community or company. *Tamaire* is a traditionally popular game. Teams with different coloured balls compete to see which team can throw the most number of balls into a basket on top of a tall pole.



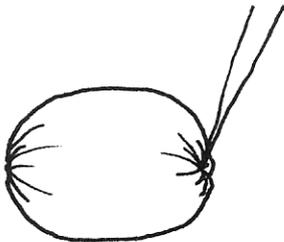
*Tie off.*



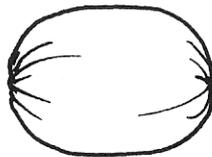
*Turn inside out.*



*Fill with stuffing.*



*Tie off.*

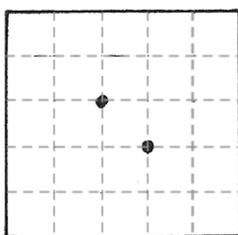
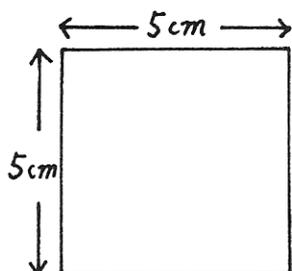


11 -*Omocha* (Toys)

November

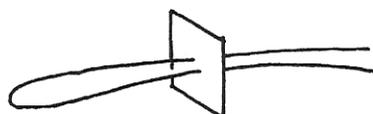
November 3 is "Culture Day" in Japan. Please try to make some Japanese toys.

(1) *Bunbun goma*

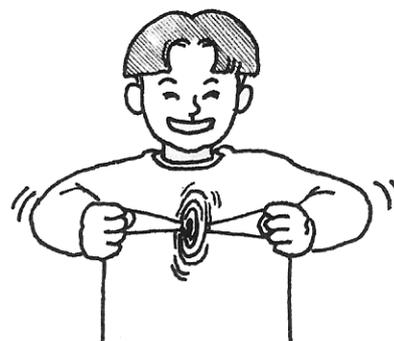


Make holes in the positions illustrated.

Decorate.



Thread a string through the holes.



Spin and pull.

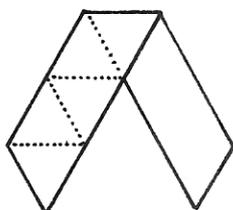
(2) *Rokkaku gaeshi*



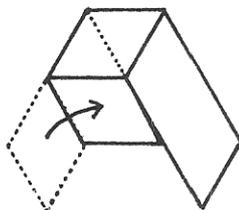
If the students are not able to draw regular triangles perfectly, use the master on the following page.



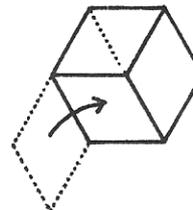
crease all lines.



Fold in half.



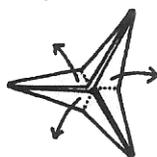
Fold the end two triangles.



Turn over and fold the end two triangles.



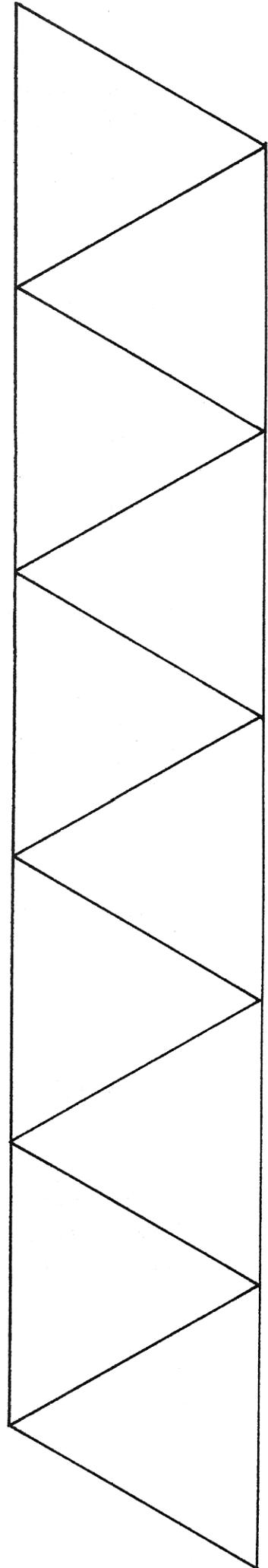
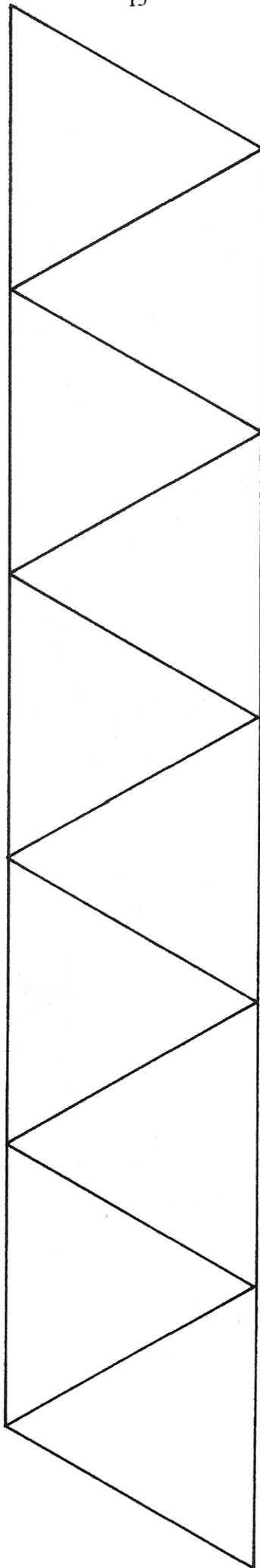
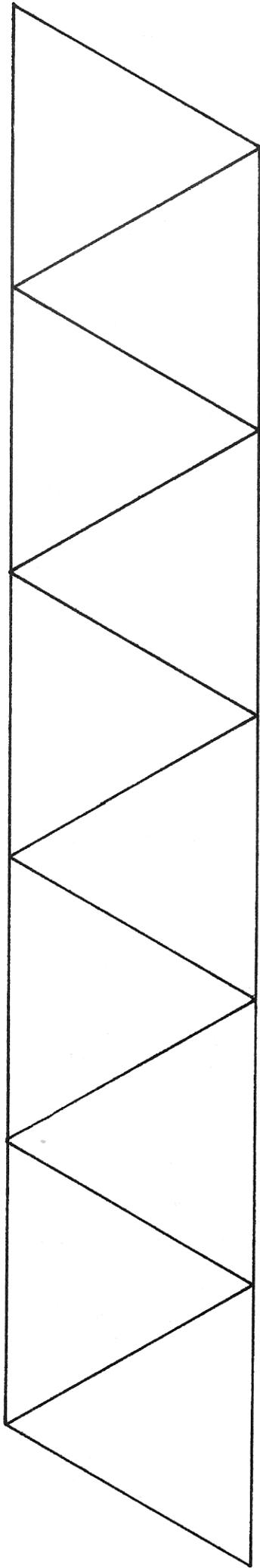
Glue triangles only at the position A. Then decorate both faces.



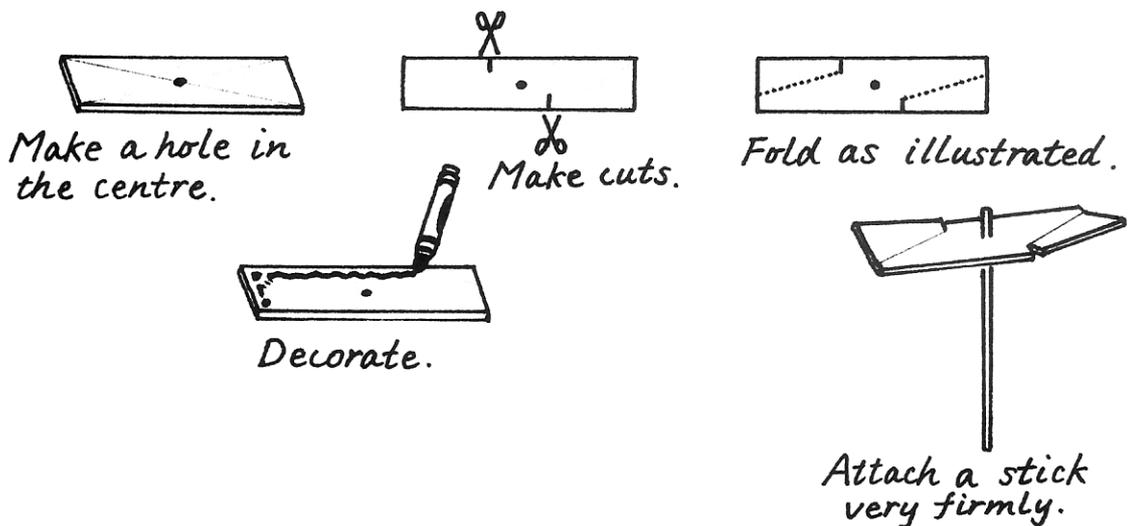
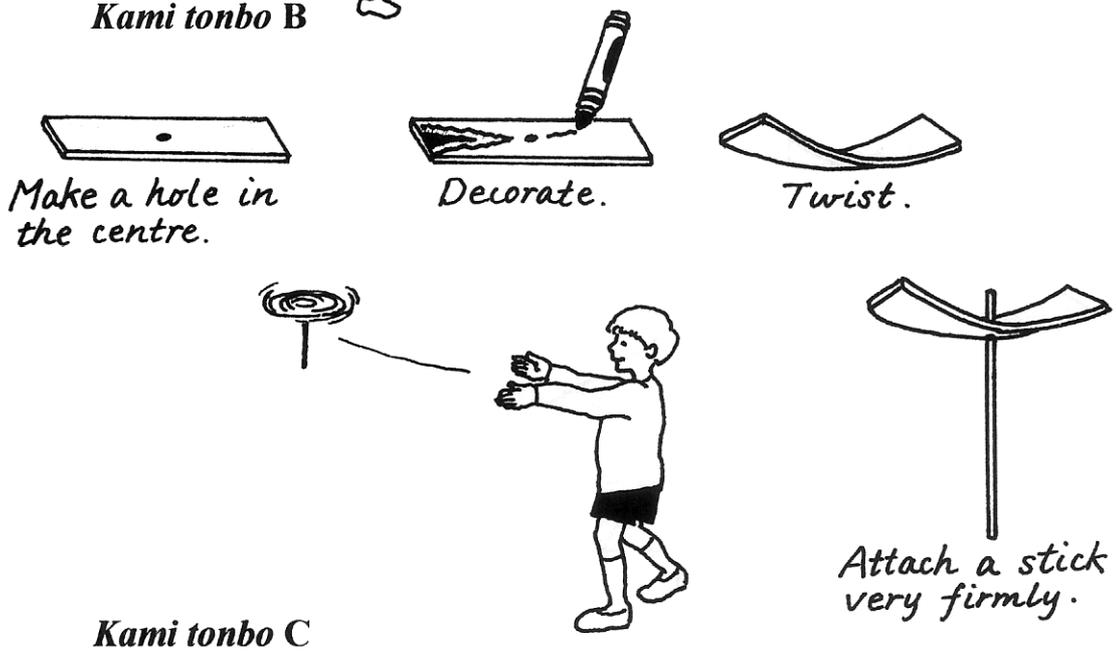
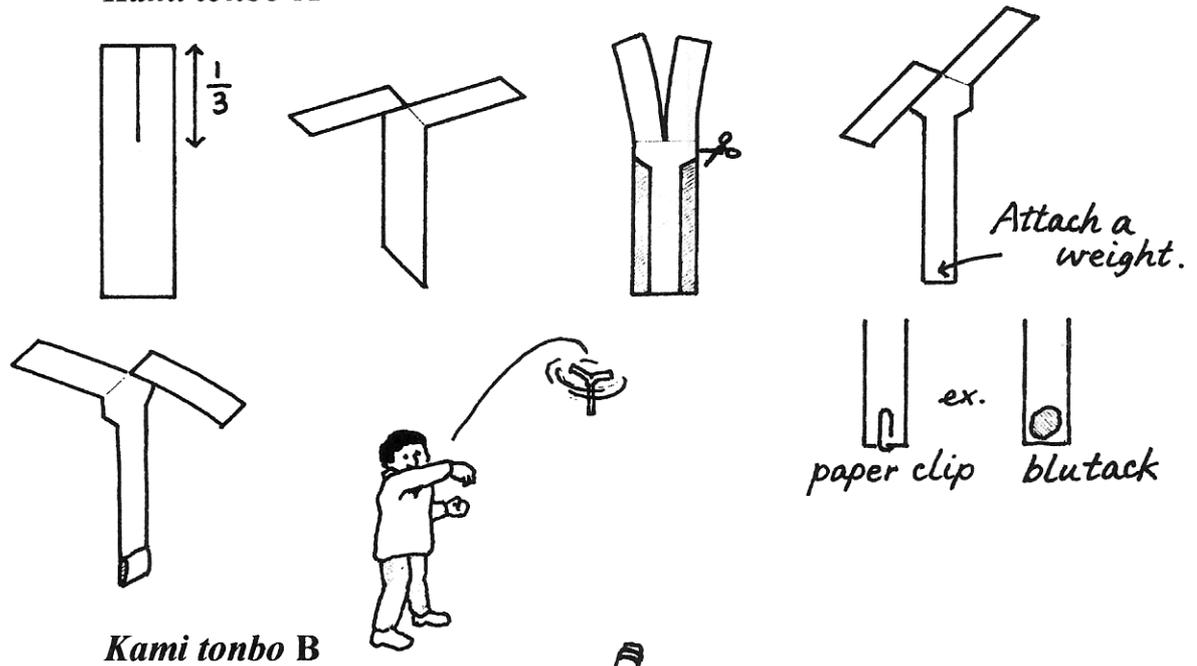
Fold as illustrated so the gaps are on the outside edges. Turn inside out by opening it



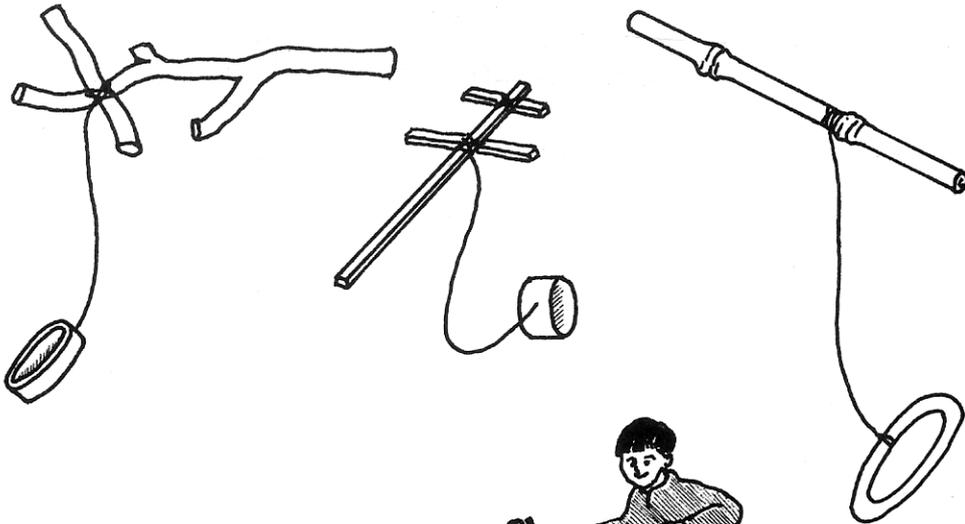
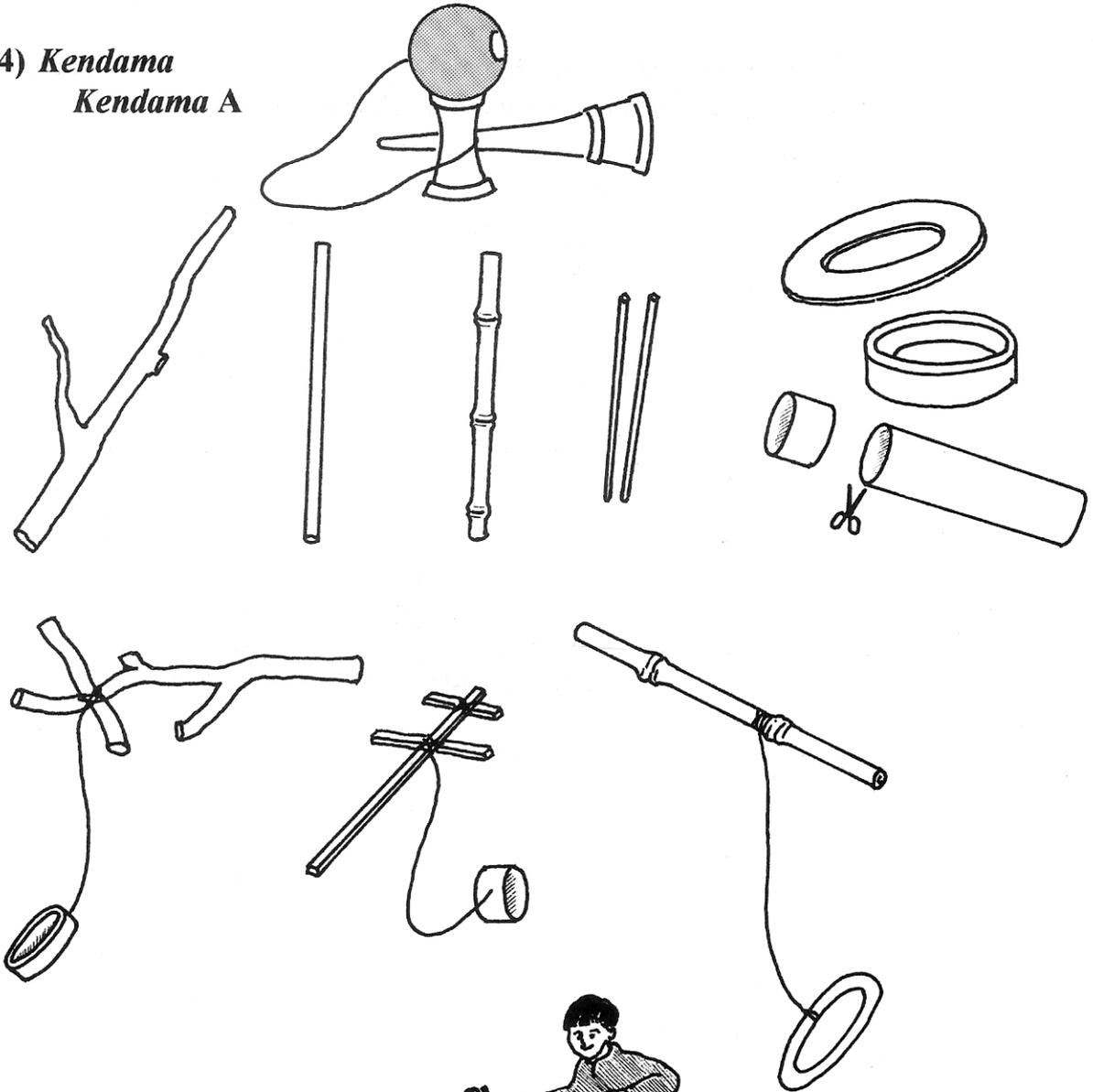
Decorate another face and change the face patterns.



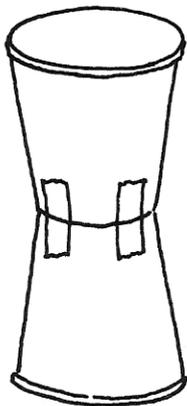
(3) *Kami tonbo*  
*Kami tonbo A*



**(4) Kendama**  
**Kendama A**



**Kendama B**



*Glue or tape paper cups.*



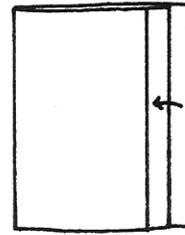
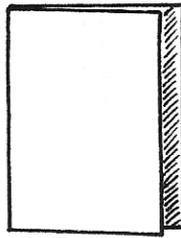
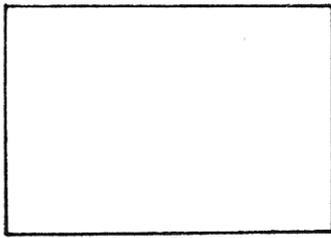
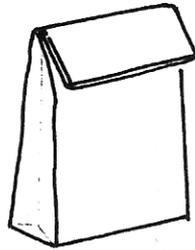
*This ball can be made of foil.*

12 - *Fukuro to Hako* (Bags and Boxes)

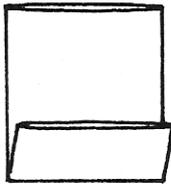
December

These bags and boxes can be used as Christmas gift wrapping or decorations.

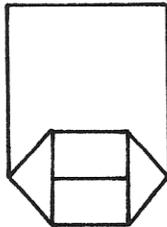
*Fukuro*



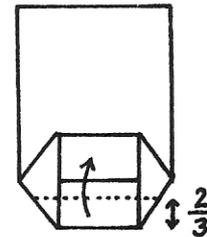
*Glue shaded area. Fold and stick.*



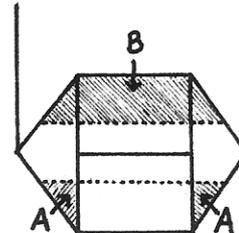
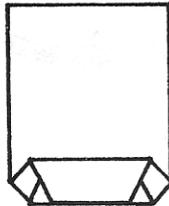
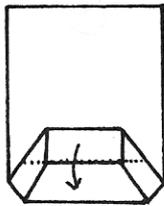
*Fold the bottom up.*



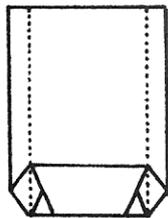
*Open and flatten.*



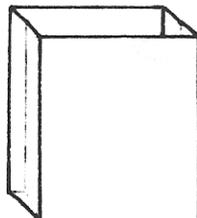
*Fold as illustrated.*



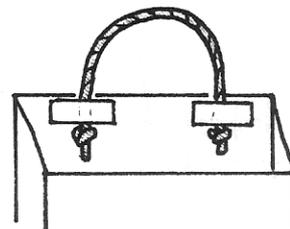
*Glue shaded area and stick A first and B.*



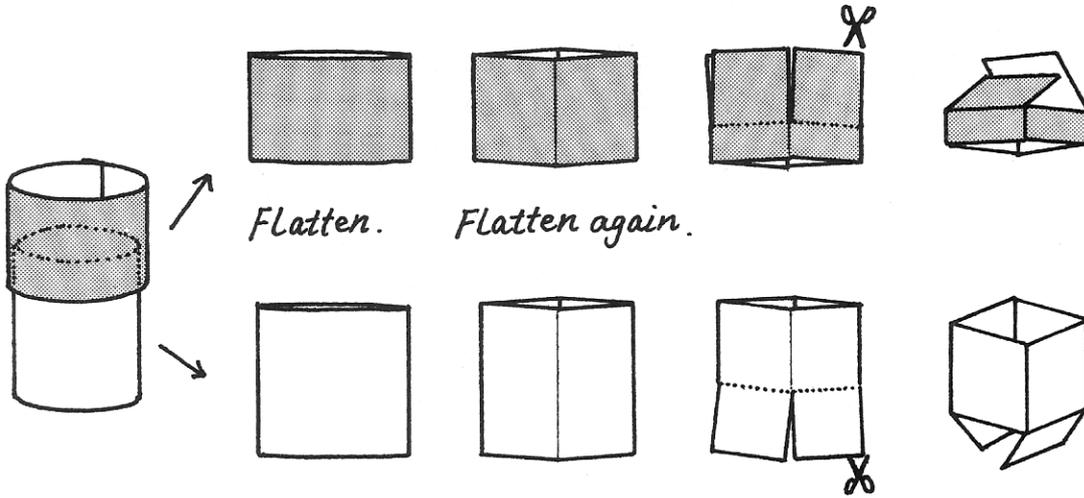
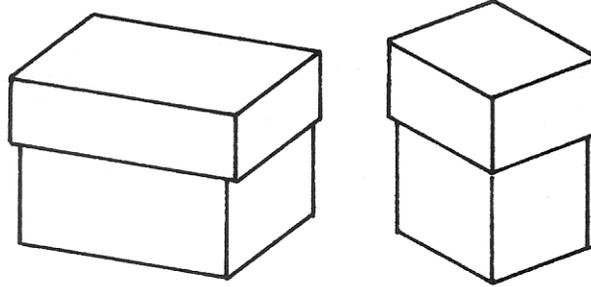
*Crease along the dotted lines.*



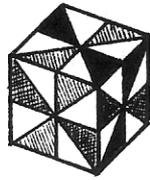
*Make it into a bag.*



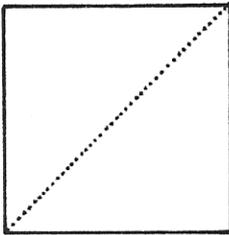
**Hako A**



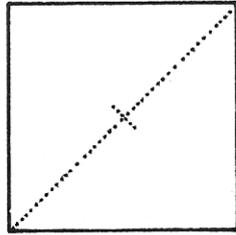
**Hako B**



1. Make a crease.

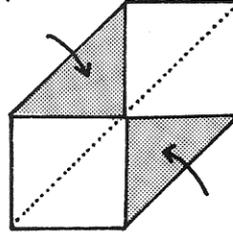


2.

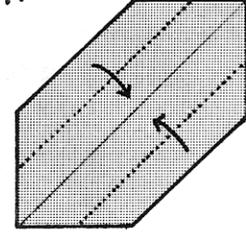


Mark the centre.

3.

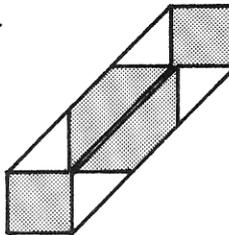


4.

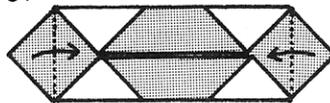


Turn over. Fold as illustrated.

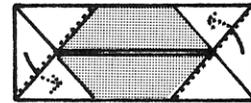
5.



6.

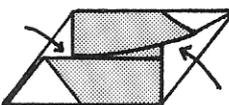


7.



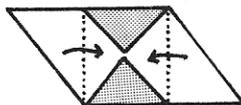
Fold corners as illustrated and tuck them under flaps.

8.



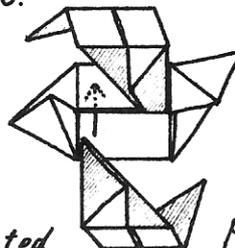
Tuck the folded corners under the flaps.

9.

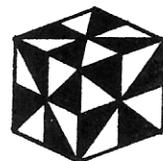


Turn over and fold as illustrated.

10.



11.



Put six pieces together into a cube.

## **Simple game and play activities**

### Useful expressions and instructions

<i>Kite kudasai.</i>	(Please come.)
<i>Itte kudasai.</i>	(Please go.)
<i>Tatte kudasai.</i>	(Please stand up.)
<i>Suwatte kudasai.</i>	(Please sit down.)
<i>Hashitte kudasai.</i>	(Please run.)
<i>Aruite kudasai.</i>	(Please walk.)
<i>Tomatte kudasai.</i>	(Please stop (moving).)
<i>Oikakete kudasai.</i>	(Please chase.)
<i>Nigete kudasai.</i>	(Please escape / run away.)
<i>Retsu ni narande kudasai.</i>	(Please form ____ lines.)
<i>Rei.</i>	(Bow.)
<i>Shizuka ni shite kudasai.</i>	(Please be quiet.)
<i>Kiite kudasai.</i>	(Please listen.)
<i>Mite kudasai.</i>	(Please watch / look.)
<i>Janken o shite kudasai.</i>	(Please do Janken.)
<i>Katta hito.</i>	(The winner / winners.)
<i>Maketa hito.</i>	(The loser / losers.)

### 1 - *Onigokko* (Tag)

#### (1) *Traditional Onigokko*

Decide who becomes the *oni* (tagger) by *Janken* ( Idea Book 1 page 44). This game is good for up to ten people. If there are more than ten, have two or three *oni*. After counting to *juu* (ten), the *oni* can start chasing. Once touched by an *oni* a person becomes an *oni*, and the *oni* isn't an *oni* any more and must run away. Boundaries must be set for this game.

#### (2) *Kage fumi oni*

Decide who becomes the *oni* (tagger) by *Janken* ( Idea Book 1 page 44). This game is good for up to ten people. If there are more than ten, have two or three *oni*. After counting to *juu* (ten), the *oni* can start chasing. This time, *oni* must step on the shadow of the people they are chasing. When an *oni* steps on a shadow they must call out "*Funda!*" (I stepped on!) and then tell the person whose shadow they stepped on to "*Suwatte!*" (Sit!). The *oni* then keeps chasing

remaining people. The game ends when everyone is sitting. Decide on a new *oni* and start again.



(3) ***Suwari oni*** (This game is good for counting!)

The rules are almost the same as traditional *Onigokko*. However, if someone is about to be tagged by the *oni*, they can sit down, and be safe. The *oni* can stand by a person who is sitting, and count to *juu* out loud. Once counting starts, the *oni* can't move until he/she has reached *juu*. The person being chased must escape in this time.



Optional rule: By designating a limited number of little circles as 'safe spots' to sit, allowing only one person per circle, the game becomes more thrilling.

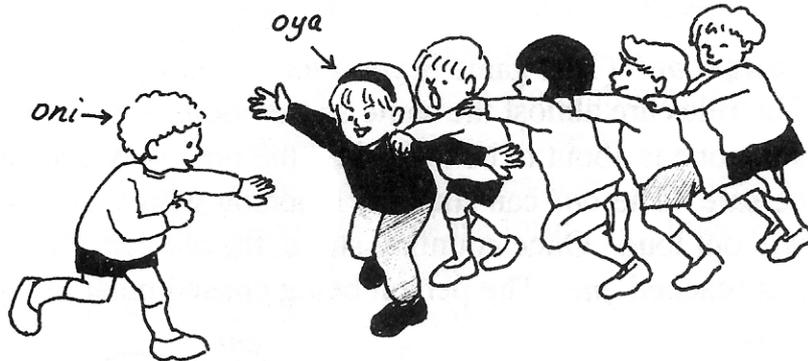
(4) ***Irotsuki oni*** (Good for learning colours!)

Decide who becomes the *oni* by *Janken*. Everyone surrounds the *oni* and listens until the *oni* calls out a colour. Once a colour is called everyone can run. The *oni* must stand still and count to *juu* (ten). Players can hold on to something the same colour as the *oni* called out and be safe. Whoever is touched by the *oni* while not safe becomes the next *oni*. If everyone is holding something in the chosen colour the *oni* starts again.

(5) ***Mukade oni***

Decide on an *oni* and an *oya* (parent) which can be called *otoosan* (father) or *okaasan* (mother). Everyone else becomes *kodomo*

(children). All *kodomo* line up behind the *oya* and hold the shoulders of the person in front of them, forming *amukade* (centipede). The *oni*'s goal is to tag the last *kodomo* in the line or to touch every *kodomo*. If any *kodomo* let go of the person in front of them, they are out of the game. If any *kodomo* are touched by the *oni* they too are out. If the *oni* is successful, the last *kodomo* becomes the next *oni*, and the *oni* becomes the *oya*. The *oya*'s job is to protect the *kodomo* from the *oni*.



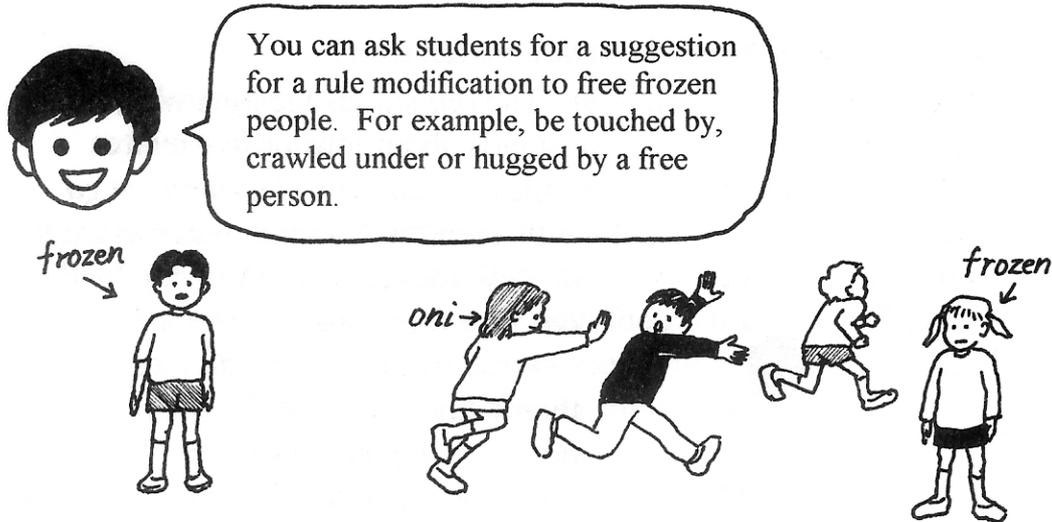
(6) **Tekiri oni**

Decide on only one *oni* by *Janken*. Everyone else forms a large circle and holds hands. The *oni* runs around the outside of the circle and at random calls out "*Kitta!*" (I cut!) and separates two people's hands. The people whose hands are separated must run around the outside of the circle (in opposite directions). The *oni* and the first person back rejoin the circle. The remaining person becomes the *oni*.



(7) **Koori oni**

Decide on an *oni* by *Janken*. Everyone else runs. Once touched by the *oni*, a person must freeze in the position they were in when touched. The game ends when three (or another number) of people are frozen. The first person frozen becomes the next *oni*.



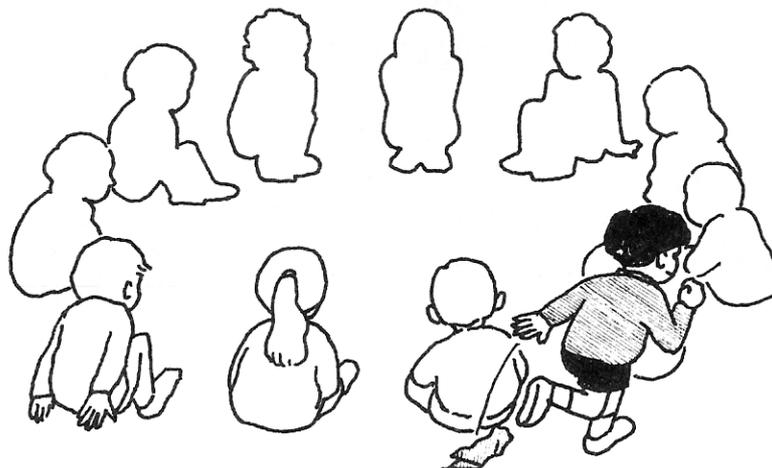
(8) *Te tsunagi oni*

Once tagged, people hold the hand of the *oni* and can tag other people. So the *oni* grows from one to two, three, four people etc., making it harder to escape. Play until the last person is caught.



(9) *Hankachi otoshi*

Decide on *oni* by *Janken*. Everyone else sits in a big circle. The *oni* is given a clean *hankachi* (handkerchief) and runs around the outside of the circle. The *oni* must discretely drop the *hankachi* behind a person. The *oni*'s goal is to complete a lap around the circle and touch the person behind whom the *hankachi* was dropped. People sitting in the circle are not allowed to look behind them. They must feel for the *hankachi* with their hands. Once they find the *hankachi*, they must get up and chase the *oni*. If they can tag the *oni* before the *oni* gets back to their spot, they can sit back down. If not, they become the *oni* and the *oni* takes their spot.



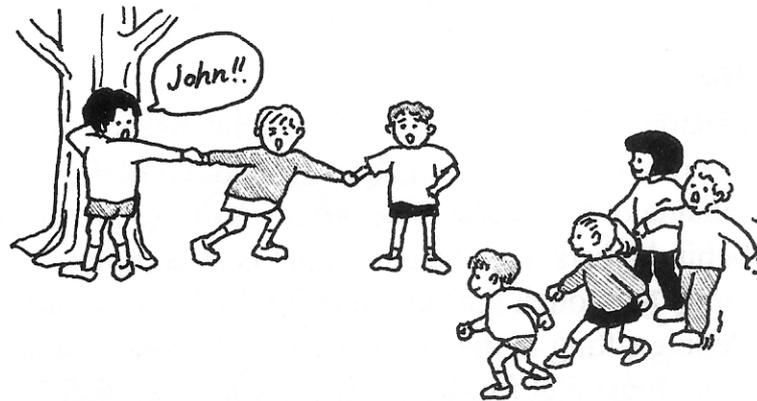
(10) **Darumasan ga koronda** (Daruma fell over)

Decide on the *oni* by *Janken*. The *oni* stands facing a wall, tree, pillar or post. Everyone else stands about four or five metres away. While facing the wall, the *oni* calls out “*Darumasan ga koronda.*” As the *oni* is calling this out, everyone moves toward the



*oni*. Whoever is seen moving by the *oni* who turns around after saying “*Darumasan ga koronda*” and hears their name called out by the *oni* becomes the *oni*'s prisoner. The prisoners stand in a line holding hands (including the *oni*'s) and wait for help. The remaining people try to cut the join between the *oni* and the first person. When they cut the join, they

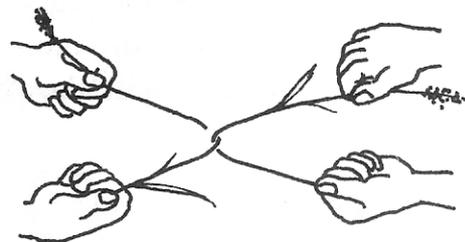
call out “*Kitta!*” (I cut!). Immediately everyone runs as far from the *oni* as possible. However the *oni* can call “*Tomare!*” (Stop!) straight away, and everyone must stop. If the *oni* can touch a person within three steps, that person becomes the next *oni*. If the *oni* cannot touch anyone within three steps, that person is the *oni* again.



2 - **Sumoo** (Sumo)

(1) **Kusa zumoo**

Students find a strong looking weed or piece of grass. Two students interlock their grass and pull. The piece that doesn't break wins.



(2) **Yubi zumoo**

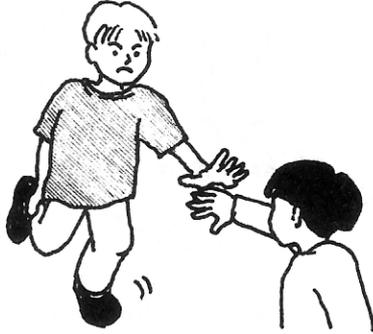
Same as finger wrestling. A student must pin their opponent's thumb down for a count of three, five or ten (in Japanese).



- (3) *Ude zumoo*  
Arm wrestling.

- (4) *Kenken zumoo / Kata ashi zumoo*

Two students stand in a dohyoo (sumo circle). They each stand on one foot and hold the other with their hand. Using their free hand, the object is to push their opponent out of the circle. If a student lets go of their foot or falls over, they lose.



- (5) *Shiri zumoo*

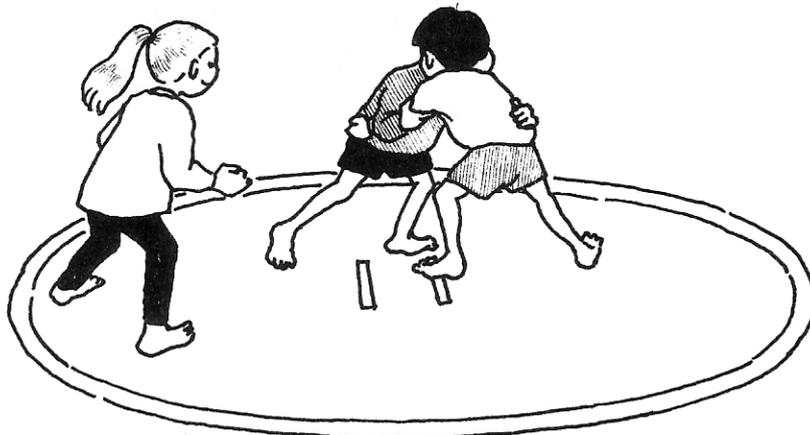
Students fold their arms and try to push their opponent out of the ring using their backside. Whoever falls or is pushed out loses.



- (6) *Sumoo*



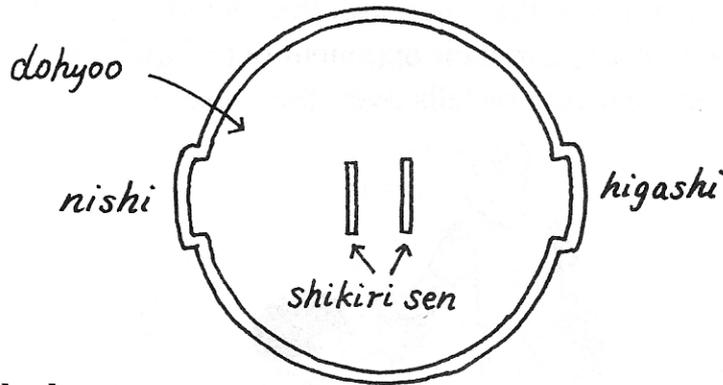
I feel very sad that many people believe that sumo is a fat people's sport. I hate the fat sumo suits that make fun of sumo. Sumo is a serious sport that anyone can enjoy. When I teach Sumo, I also teach its history, attitude, manners, etiquette, rules and techniques as though I was teaching it in a primary school in Japan. I would like very much for people to understand real Sumo.



## Sumo for primary school students

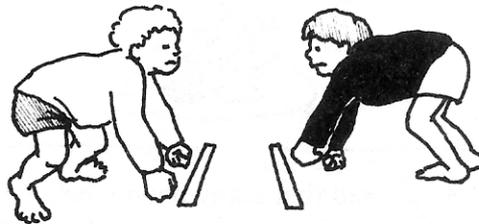
### How to make a *dohyoo* (sumo circle)

For primary school students, a diameter of 3 to 4 metres is appropriate. Make a circle as illustrated with an entrance at the *higashi* (east) and *nishi* (west) sides.



### Starting the bout

Two players enter the *dohyoo* from the opposing entrances. Prior to entering, the students stand at the entrance, face each other, bow and enter. The *gyooji* (referee) calls out "*hakkeyoi*". The players place their fists on the ground behind the *shikirisen* (the lines in the middle). When the *gyooji* calls "*nokotta*", the students begin.



### Who wins

The objective is to push or carry the opponent out of the ring, or to throw them over. Whoever touches outside the ring, or inside with anything other than the soles of their feet loses. An exception is if a student is carrying their opponent out of the *dohyoo* they can step out first.



**Kinjite** (Prohibited actions)

- \* Attacking head, face or throat
- \* Headlock throw
- \* Hitting or slapping
- \* Scratching
- \* Biting
- \* Kicking
- \* Pulling hair or clothing
- \* Locking fingers



The referee is called a “gyooji”. The *gyooji* carries a fan and calls out “*nokotta nokotta*” to encourage the players to try harder. If players get into a clinch and motion ceases, the *gyooji* calls “*hakkeyoi*”. When the bout has been won, both players return to their entrance and face each other. The *gyooji* calls out “\_\_\_\_*no kachi*” (\_\_\_\_ is the winner).

**Showing respect**

Both winner and loser must bow to each other before leaving by their entrances.



Though Sumo may look violent, it is a clean contest of strength, skill and speed in which sportsmanship is highly encouraged and respected.

## 2. How to introduce family vocabulary

### Language Exponents

Family:	<i>kazoku</i>	(family)
	<i>otoosan</i>	(father)
	<i>okaasan</i>	(mother)
	<i>ojiisan</i>	(grand father)
	<i>obaasan</i>	(grand mother)
	<i>oniisan</i>	(elder brother)
	<i>oneesan</i>	(elder sister)
	<i>otooto</i>	(younger brother)
	<i>imooto</i>	(younger sister)
	<i>akachan</i>	(baby)
	<i>boku</i>	(me) - for boys
	<i>watashi</i>	(me) - for girls or adults
	<i>ojisn</i>	(uncle)
	<i>obasan</i>	(aunt)
	<i>itoko</i>	(cousin)

Counting People:	<i>hitori</i>	one person
	<i>futari</i>	two people
	<i>sannin</i>	three people
	<i>yonin</i>	four people
	<i>gonin</i>	five people
	<i>rokunin</i>	six people
	<i>shichinin</i>	seven people
	<i>hachinin</i>	eight people
	<i>kyuunin</i>	nine people
	<i>juunin</i>	ten people



Though it is grammatically correct to refer to ones own parents as *chichi* (father) and *haha* (mother), in most cases in Japan at primary school level children do not use these terms. At this stage I feel it is not necessary to teach these terms.

## Lesson sample

- 1 - Present a family photo of your family (if possible one taken when you were the students' age, so students can relate to the age group). As you show this photo to the students, point to individual members of your family, and tell the students *otoosan* (father), *okaasan* (mother)...etc. as you point to the appropriate family members. Based on this alone, children will understand what these words mean, without using English translations. If you can, repeat this process with a number of photographs.
- 2 - Place a family chart on the board and have the students correctly repeat the names of all members.

### Teaching aid information

KYOZAI has a big family chart available. It comes with a set of flash card masters and is plastic coated on the face side, so you can use a white board marker on it.

- 3 - Prepare individual cards that you can stick on the board. A piece of magnet sheet stuck on the back of the card works well for this. One by one saying *otoosan*, *okaasan* etc. stick individual cards on the board to represent the members of your family.
- 4 - Chose a child to come to the board. As you say “(John) kite kudasai.” ((John), please come.) have him come to the board. Ask the student “*Otoosan wa imasu ka.*” (Do you have a father?) While showing him a father card, nod as you ask *hai* (yes) then shake your head as you say *iie* (no). The student will answer *hai* or *iie*. If the student says *hai*, repeat “*Hai, imasu.*” as you stick the card on the board. If the student says *iie*, repeat “*Iie imasen.*” as you put the card down. Keep repeating this process until the child's family is complete. Some students may come to understand what *imasu* and *imasen* mean.



Some kids have many brothers and sisters, so prepare several brother and sister cards. Try to choose a student with a basic family to start with.

- 5 - When you have completed the student's family, say the names of the family members with the class. At first, have the students repeat after you. If possible, count the members *hitori*, *futari*, *sannin*, *yonin* then say "(John) *no kazoku wa yonin desu.*" (John's family has four members).
- 6 - Other students will want to do their family. Please repeat this for a number of students. By repeating this, many of the students will learn and be able to say and understand the family vocabulary. Please count the family members each time.
- 7 - Play a game with cards. (Card games are in Idea Book 1 page 33).
- 8 - Have students draw their family portrait or make a family book.

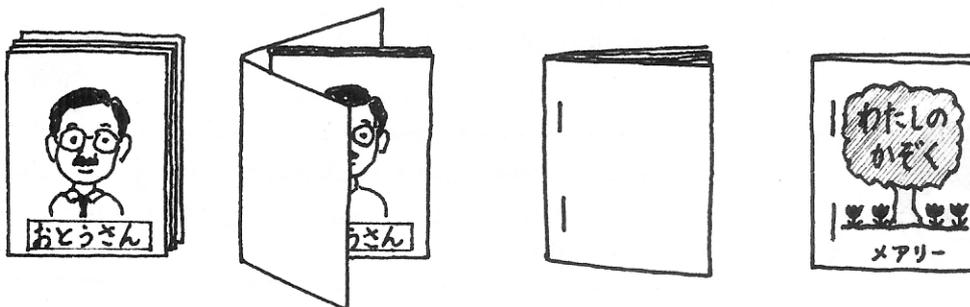


Using the pictures or books the students make, in the next lesson, have the students introduce their family members to the class. "*(Otoosan) desu. (Robert) desu.*" In two sentences, or "*(Otoosan) wa (Robert) desu.*"

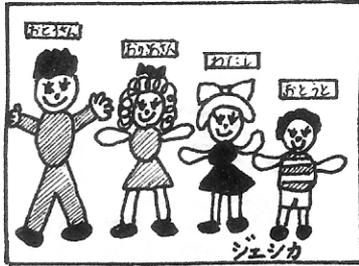
## 💡 Game and activity ideas for family 💡

### 1 - Family book making

One page per family member, using drawings or photograph collage. Have the students ask you "*Kami o (number) mai kudasai.*" (Please give me (number) sheets of paper.) The number is the number of members of the student's family. The students only take the number of sheets of paper that they need. Prepare some different coloured cover papers for the books. Have students ask for the colour of paper they would like. It is good to involve lots of previously learned vocabulary, for example colours and numbers.



## 2 - Family portrait



Students draw each family member on one piece of paper. Have students write each person's name (eg. *otoosan*, *okaasan*) in hiragana above or below the figures. If this is too difficult, you can copy the labels below for students to cut and paste.

おとうさん	おかあさん	おじいさん
おばあさん	おにいさん	おねえさん
おとうと	いもうと	あかちゃん
わたし	ぼく	いとこ
おじさん	おばさん	かぞく

## 3 - Picture frame making

This is a good activity for Mother's Day or Father's Day, as introduced on page 12.

## 4 - Card game



I feel that games requiring students to say words out loud are better than games that simply require students to 'snap' answers.

- \* Recognition game, or *karuta* game
- \* Speed recognition
- \* Matching cards
- \* Secret whispers

(See Idea Book 1 page 33)

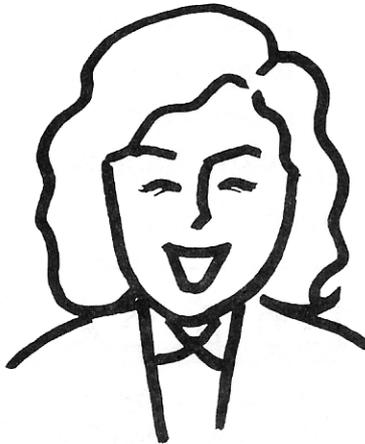
## 5 - Work sheet "kazoku"

# かぞく

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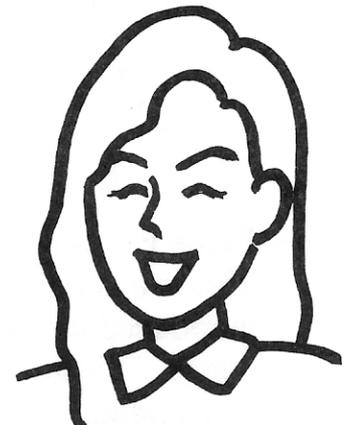
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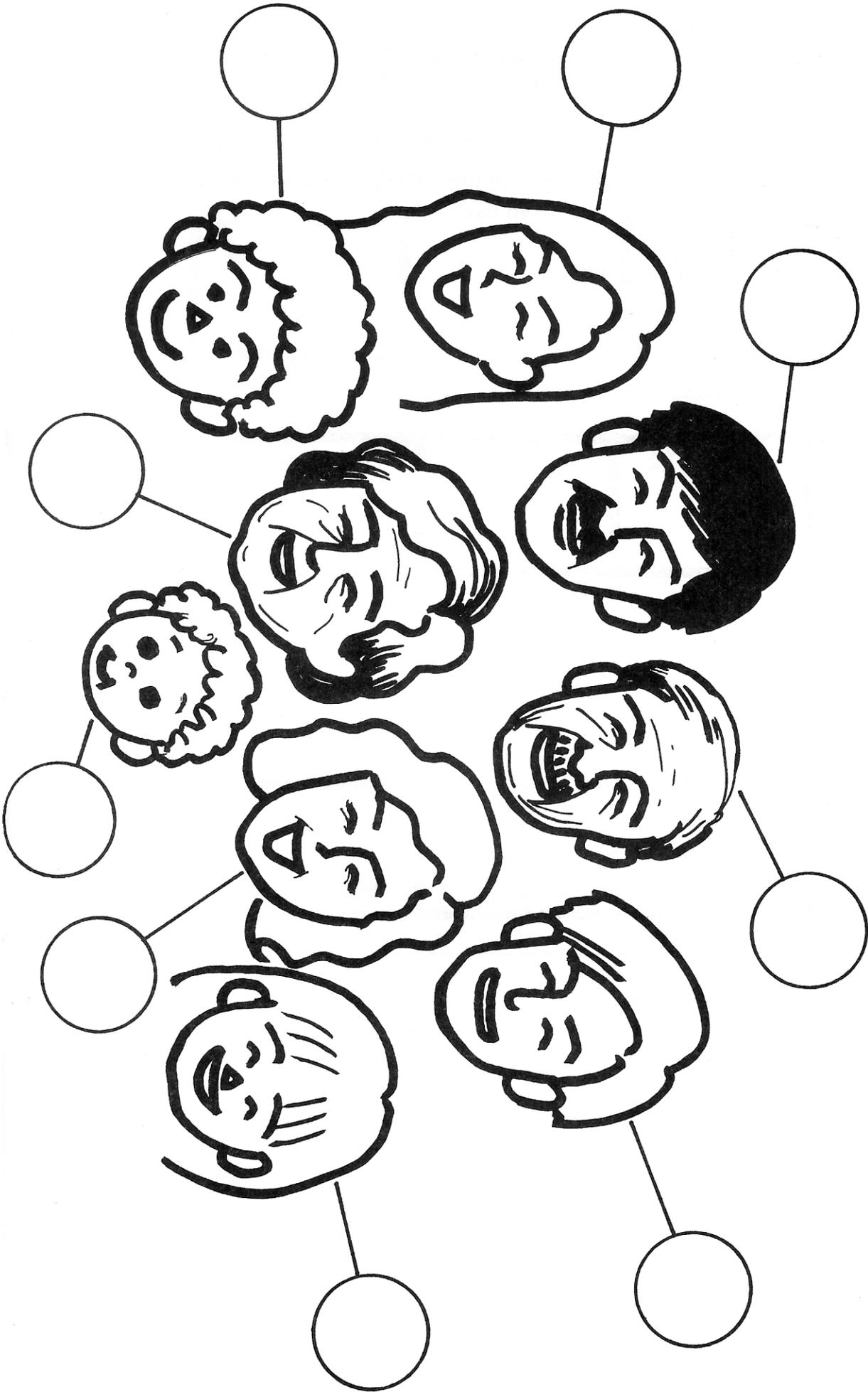
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# かぞく

なまえ:

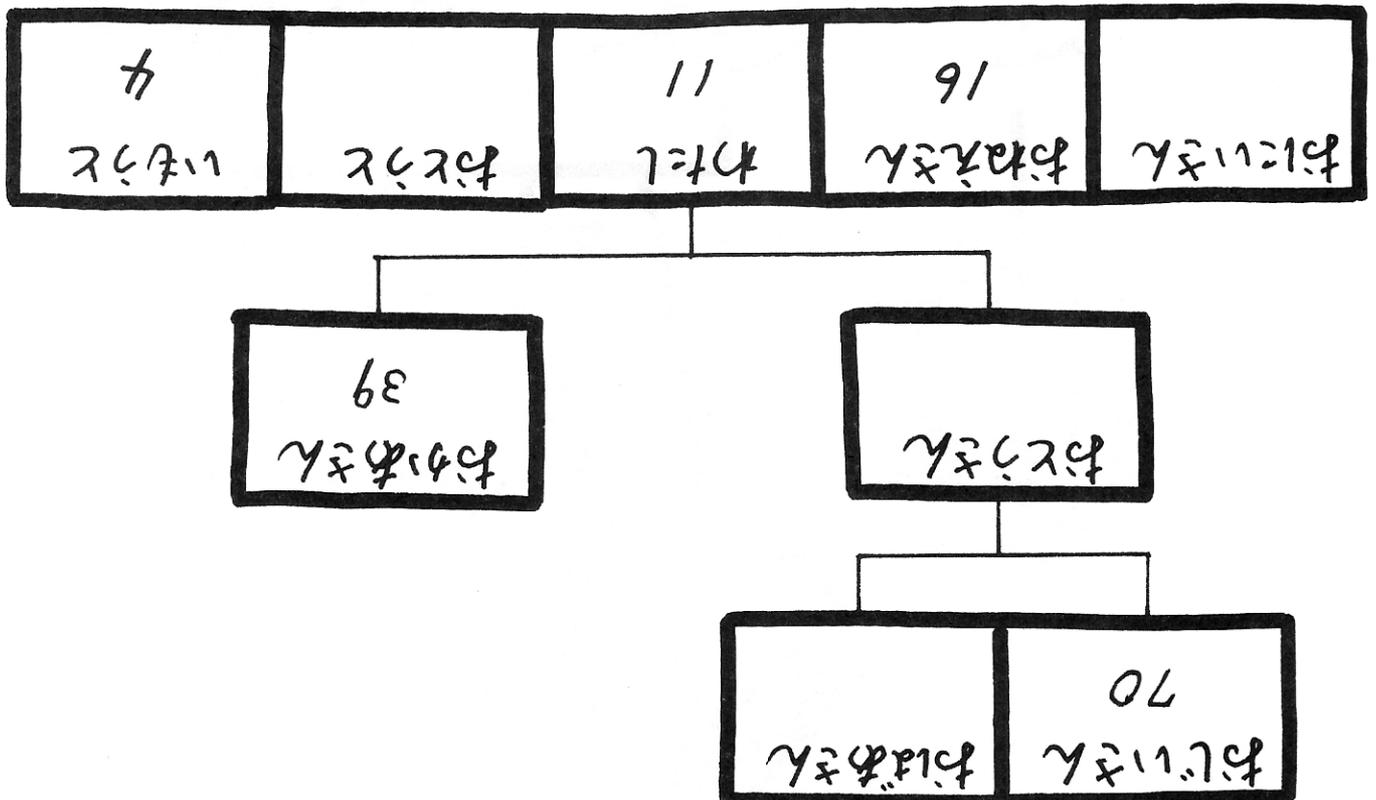
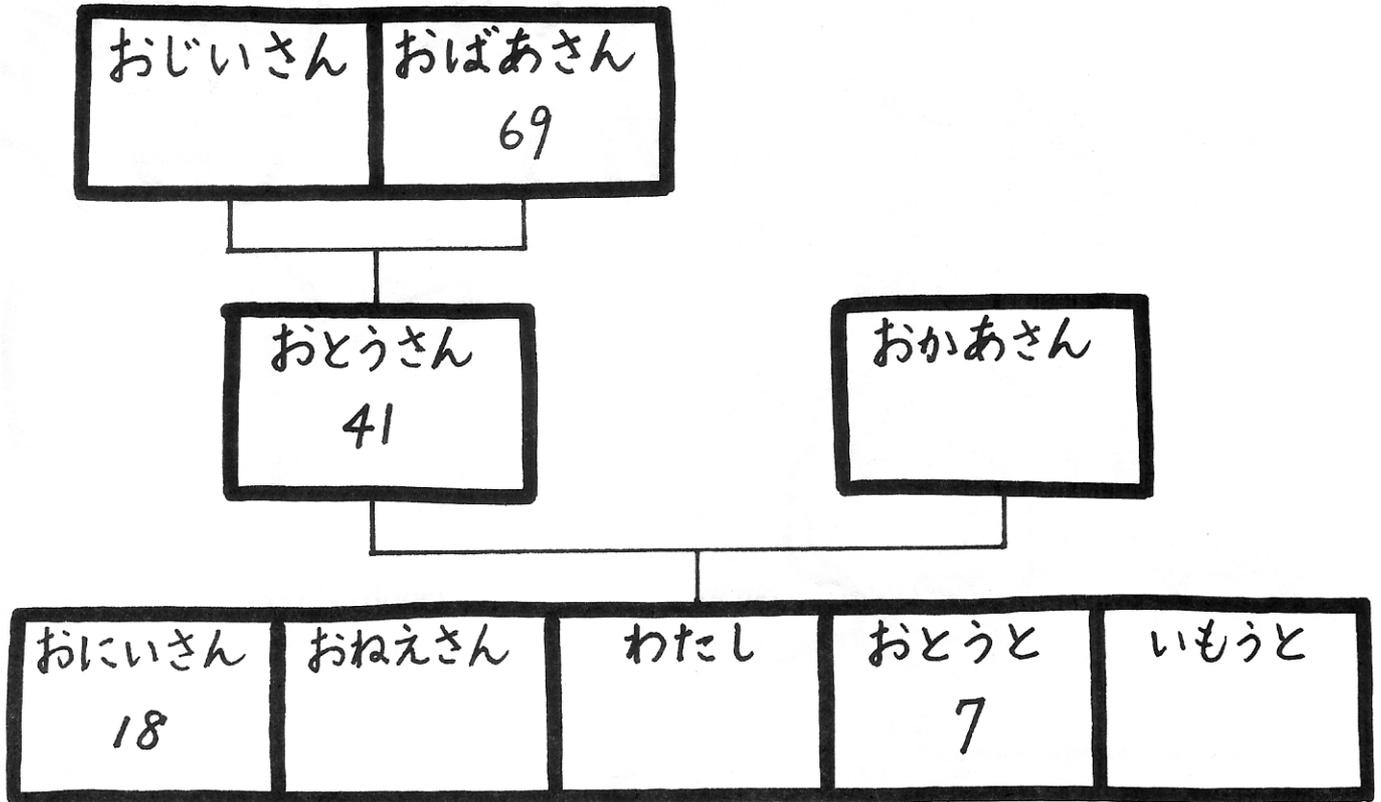


**6 - Worksheet A and B**

Give sheet A to half of the class and sheet B to the other half of the class. Sheet A people ask sheet B people how old the family members are. For example “\_\_\_\_\_ *wa nan sai desu ka.* (How old is \_\_\_\_\_?)” The person holding sheet B would answer “\_\_\_\_\_ *sai desu.*” Sheet A people can then write the number in the appropriate box. Students find out their missing information from each other.

**7 - Worksheet “*Dare desu ka*”**

# シート A

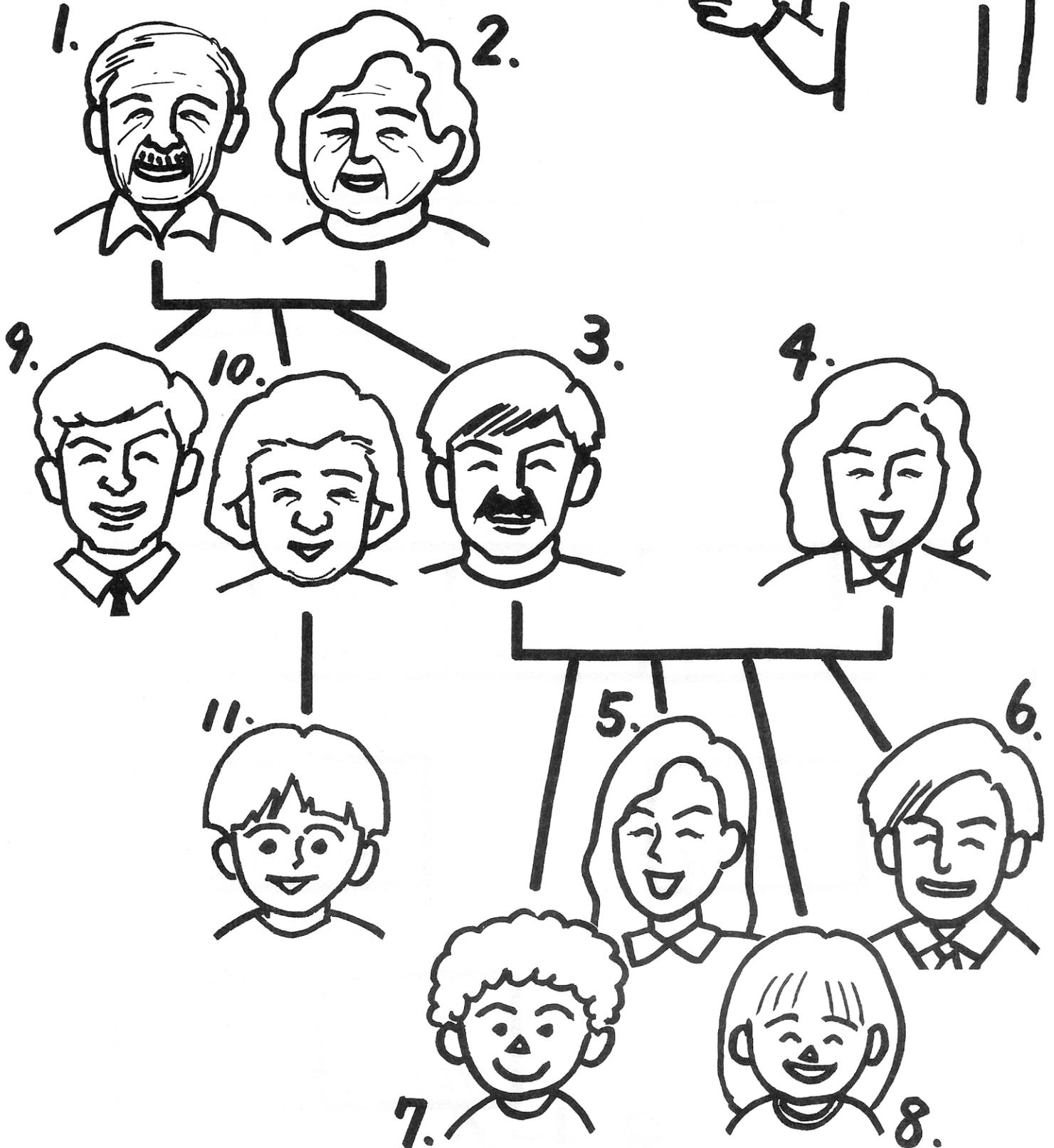


# シート B

わたしのかぞくです。  
だれですか！



なまえ：

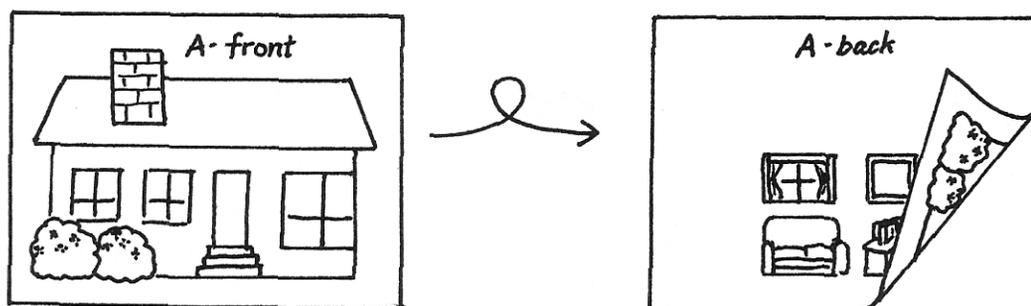


### 3. House and household objects

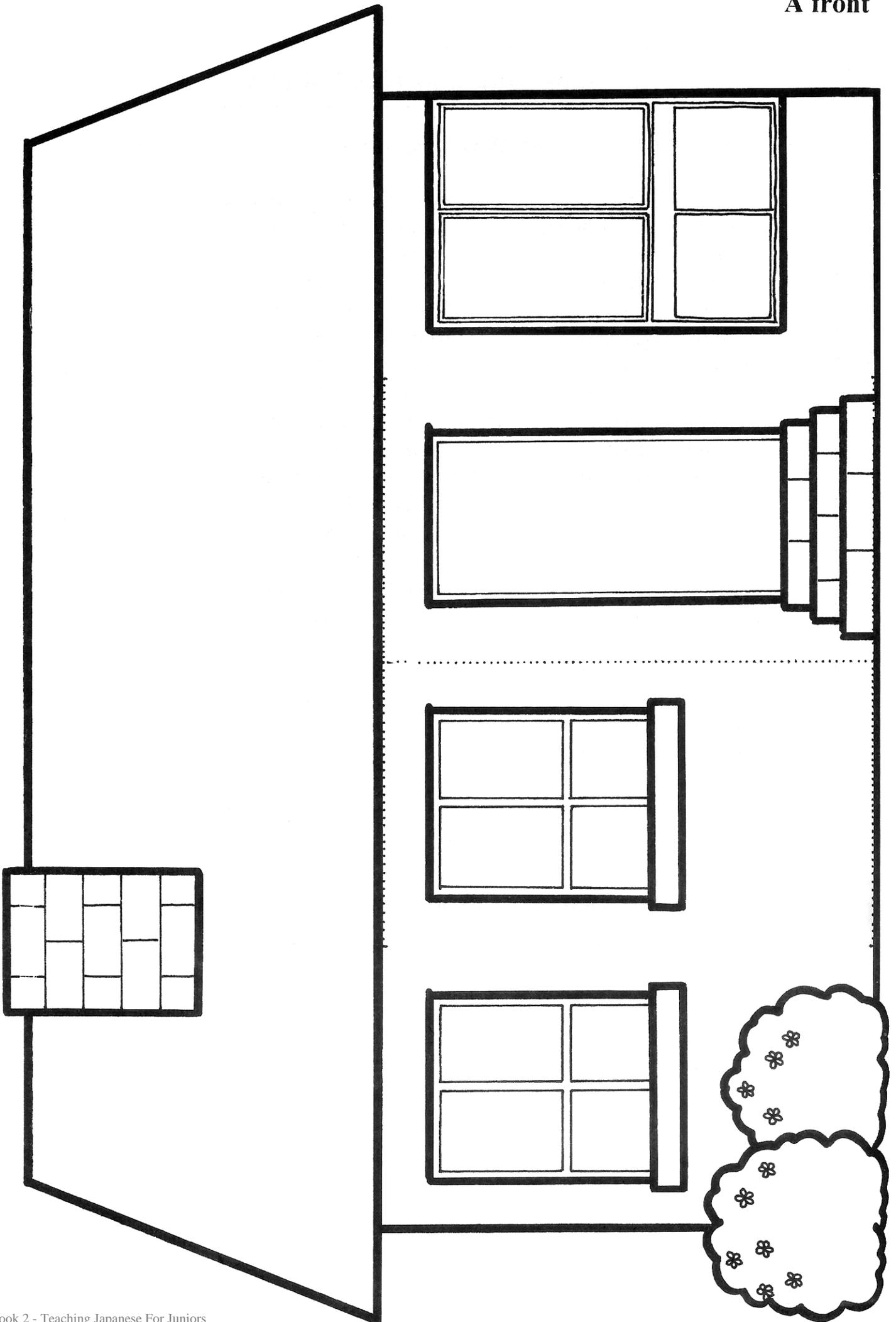
#### Language exponents

<p><i>ie</i> (house)</p> <p><i>no ie</i> (___'s house)</p> <p><i>yane</i> (roof)</p> <p><i>entotsu</i> (chimney)</p> <p><i>kabe</i> (wall)</p> <p><i>niwa</i> (garden)</p> <p><i>genkan</i> (entrance)</p> <p><i>shako</i> (garage)</p> <p><i>mon</i> (gate)</p> <p><i>doa</i> (door)</p> <p><i>mado</i> (window)</p> <p><i>isu</i> (chair)</p> <p><i>tsukue</i> (desk)</p> <p><i>teeburu</i> (table)</p> <p><i>terebi</i> (television)</p> <p><i>konpyuutaa</i> (computer)</p> <p><i>bideo</i> (video)</p> <p><i>denwa</i> (phone)</p> <p><i>danro</i> (fireplace)</p> <p><i>kaaten</i> (curtain)</p>	<p><i>rajikase</i> (radio cassette player)</p> <p><i>ueki</i> (pot plant)</p> <p><i>kabin</i> (vase)</p> <p><i>e</i> (picture)</p> <p><i>shashin</i> (photograph)</p> <p><i>soojiki</i> (vacuum)</p> <p><i>tokei</i> (clock)</p> <p><i>reizooko</i> (fridge)</p> <p><i>denshi renji</i> (microwave)</p> <p><i>denki</i> (light)</p> <p><i>denkisutando</i> (lightstand)</p> <p><i>beddo</i> (bed)</p> <p><i>sofaa</i> (couch)</p> <p><i>kusshon</i> (cushion)</p> <p><i>zabuton</i> (cushion for sitting on)</p> <p><i>todana</i> (cupboard)</p> <p><i>hondana</i> (book shelf)</p> <p><i>tansu</i> (chest of drawers)</p> <p><i>yoofukudansu</i> (wardrobe)</p>
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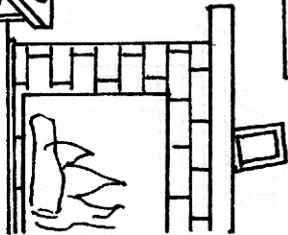
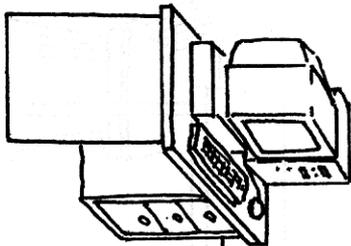
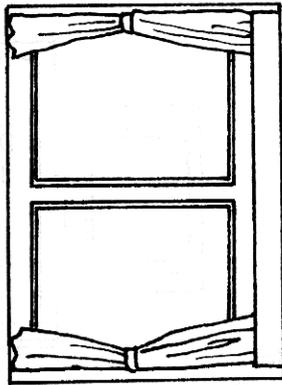
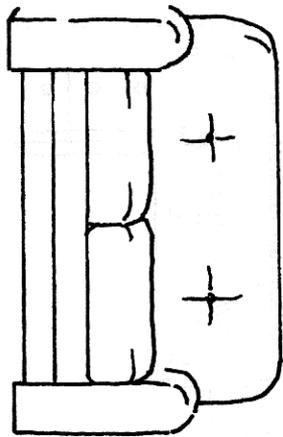
### 🔦 Big house chart for introducing house vocabulary 🔦

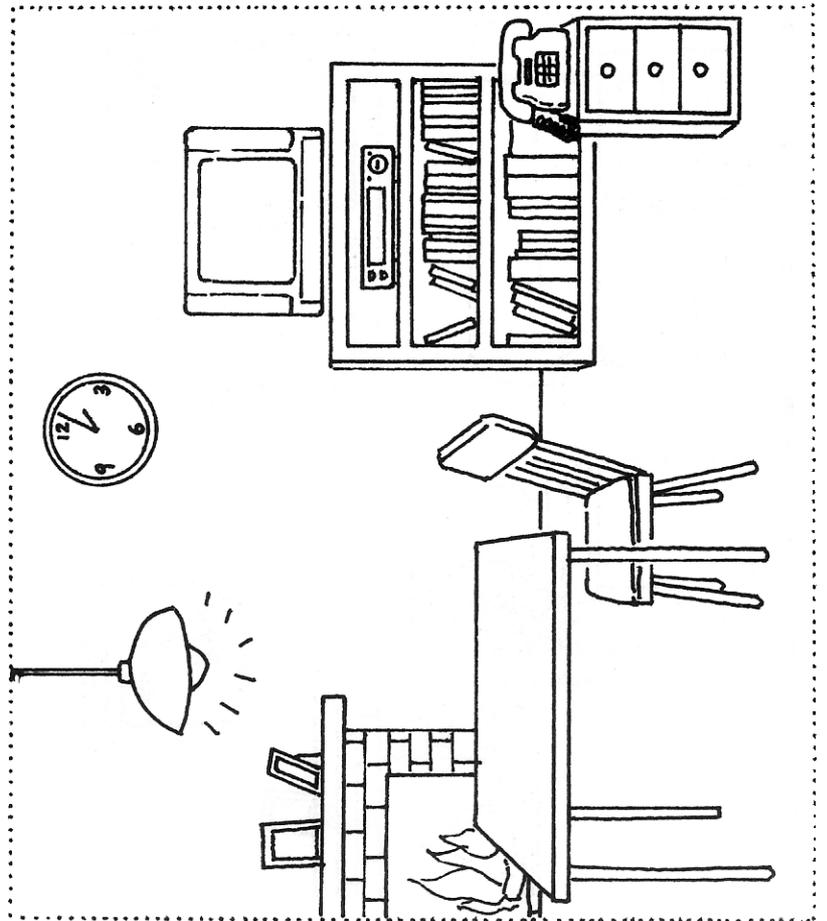


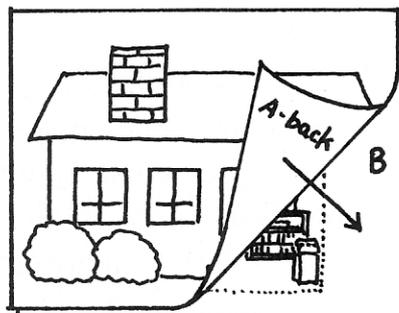
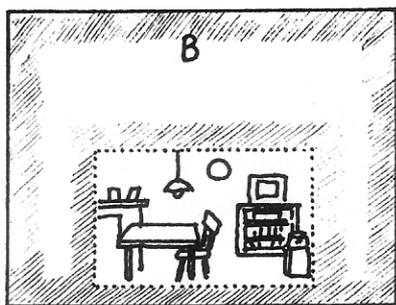
Using the masters on the following pages, enlarge the master "A front" to A3 or A2 in size. On the back of this, copy "A back" (once enlarged to the same size). Colour in the pictures on both sides. Cut along the dotted line.



# A back







On a separate sheet, do the same for the masters marked “B”. Glue the shaded area and paste onto “A back”. If you open the doors, you can see inside the house.



Because the doors will get used a lot, I recommend you use thick paper like cover paper.

## Lesson Sample



Before the lesson, make the origami house on page 42. This will be useful later in the lesson to motivate the students.

- 1 - Pointing to the parts of the big house chart, introduce the vocabulary by saying “*Kore wa ie desu.*” (This is a house). “*Kore wa \_\_\_ desu.*” (This is a \_\_\_). The first time you do this, ten words is about the limit. However if students have learned classroom objects including *doa*, *mado*, *kabe*, *teeburu*, *isu* then more than ten words can be used in the first lesson.
- 2 - Once you have completed introducing the vocabulary, check to see how much the students have remembered by using flash cards and asking the students “*Kore wa nan desu ka.*” (What is this?) Using these flash cards you can play a simple game. Here are some samples.

### Game 1

Place the flashcards along the blackboard ledge so all the class can see them. Students pick up the card called out by you. In this game, please use: *(name) san tatte kudasai* (*((name), please stand up)*), *kite kudasai* (please come), *totte kudasai* (please pick up), *doozo* (here you are) and *arigatoo* (thank you).

### Game 2

Divide the class into two teams. One team calls out an object, the other team picks it up. If the object is called correctly, that team gets a point. If the correct flash card is selected, then that team receives a point also.

### Game 3

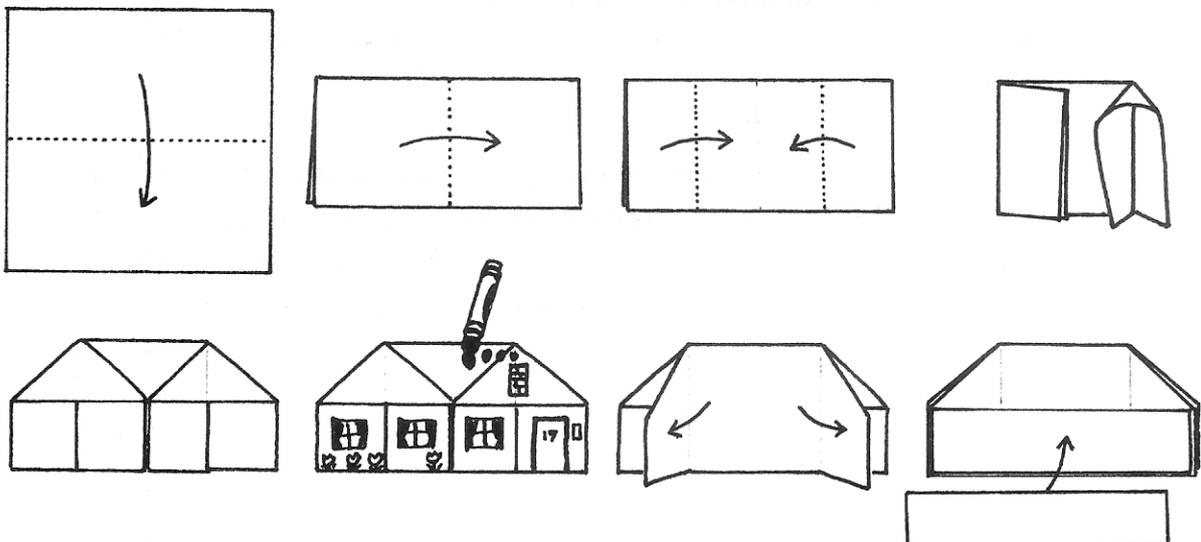
Two players in front of the class each take one card and at the class count of *ichi, ni, san*, show their card to their partner. The first to recognise and call out their partner's card wins and remains to face a new challenger.

### Game 4

One student takes a card without showing it to the class. The student then tries to have the class call out what the item is in Japanese as quickly as possible by drawing it on the board.

- 3 - Present the origami house you prepared earlier to the class, by saying "*Kore wa origami no ie desu.*" (This is an origami house.) Try to say the names of the objects drawn on the origami house. Please encourage the students to make their own origami houses.

### 🌟 Making an origami house 🌟



## 💡 Activity ideas for house and household objects 💡

### 1 - Origami class village

Have the students make an origami house each. Paste these houses onto a large sheet of paper. Students can then landscape the village with origami flowers, animals, trees, birds and drawings.

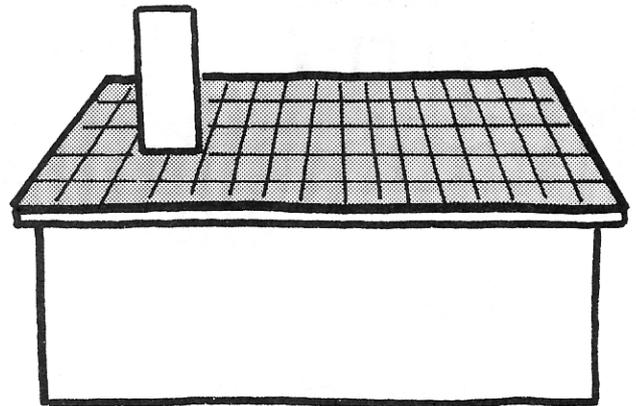
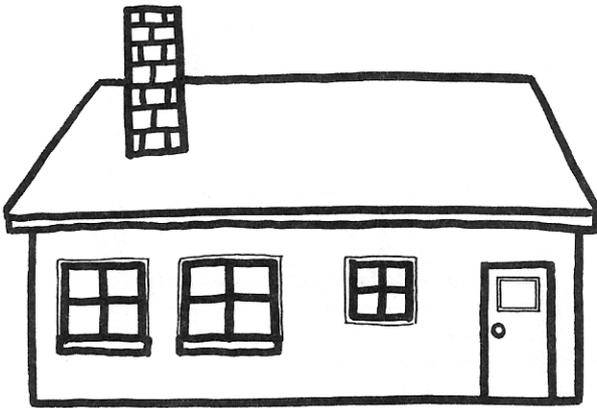
### 2 - Personal house posters

Students paste their house on a separate sheet of paper and decorate the surrounds to their own taste by pasting their own flowers, animals, drawing or painting.



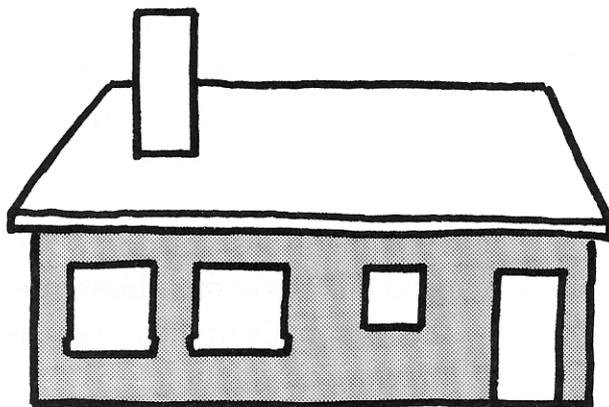
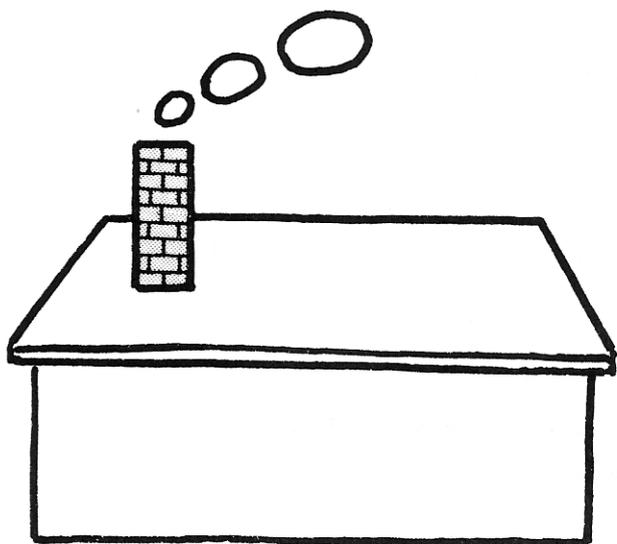
It is very important to do activities using as much Japanese as you can. Don't just use household object vocabulary, remember to use the words for colours, numbers, shapes, animals, classroom objects and instructions like *kitte* (cut), *otte* (fold), *hatte* (stick), *kaite* (write or draw), *iro o nutte* (colour in), *\_\_\_ o tsukutte* (make a \_\_\_).

## 💡 House and household object card masters 💡



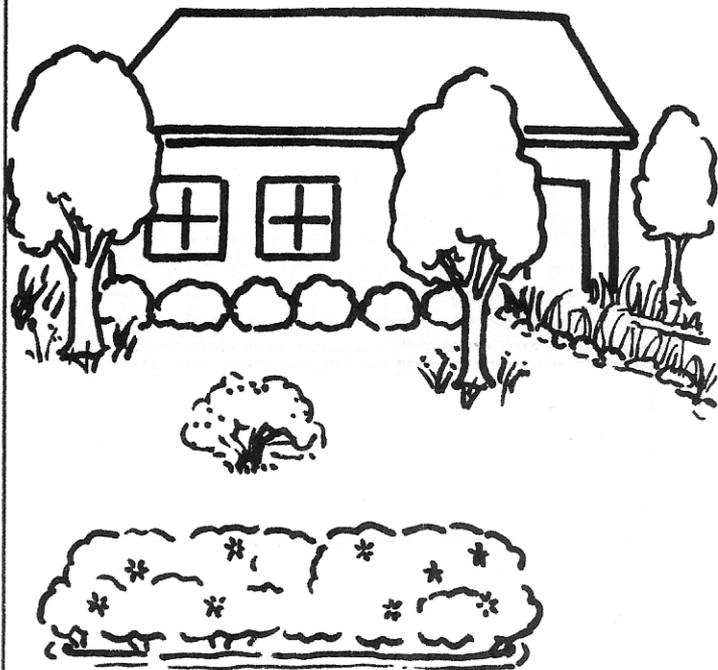
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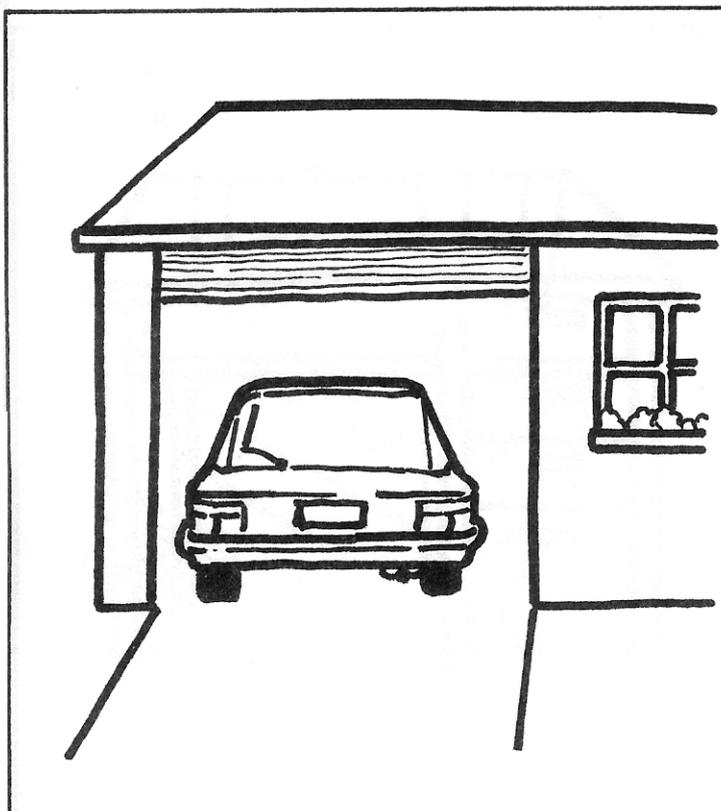
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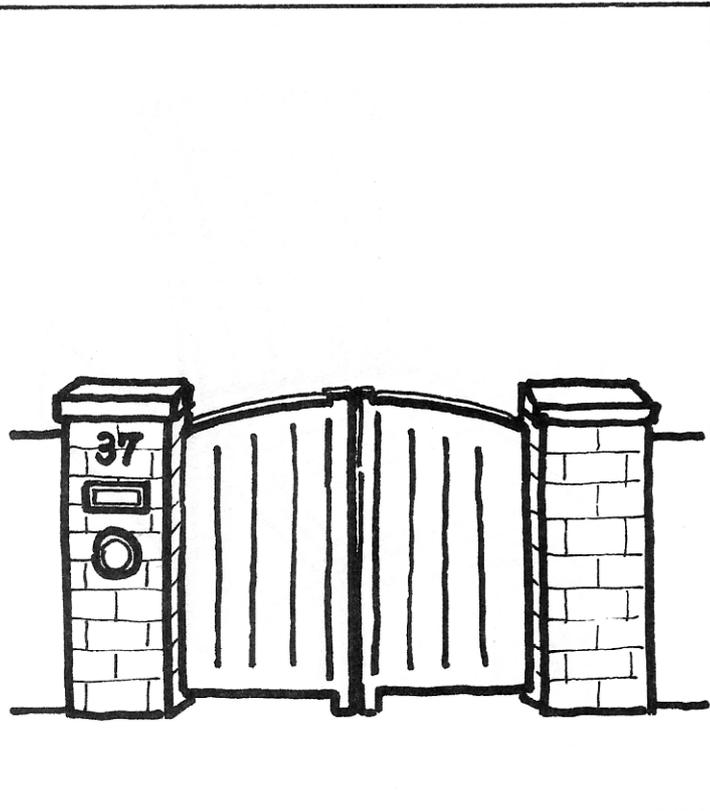


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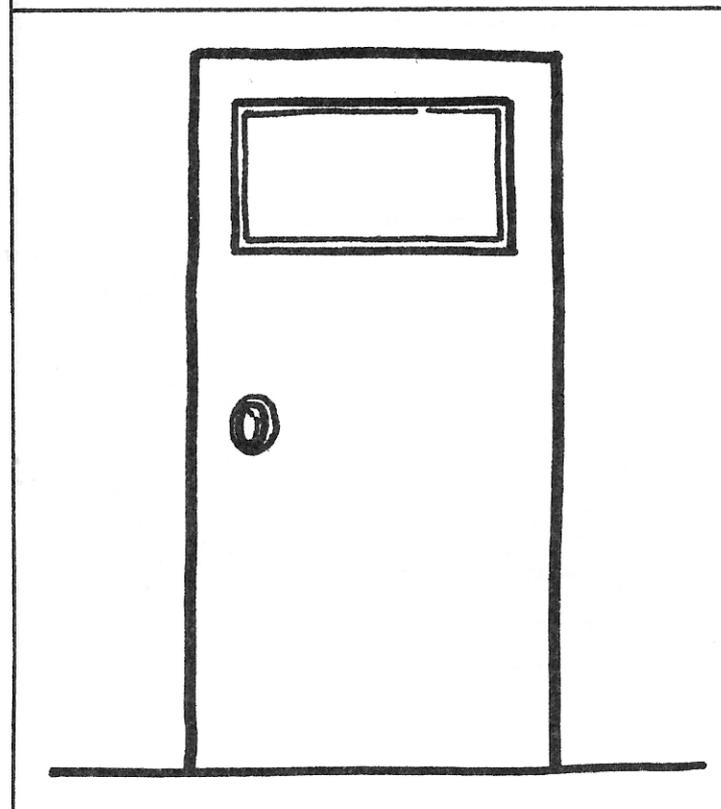
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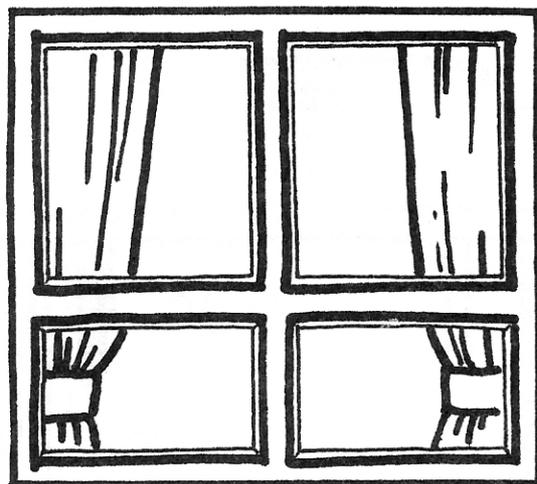
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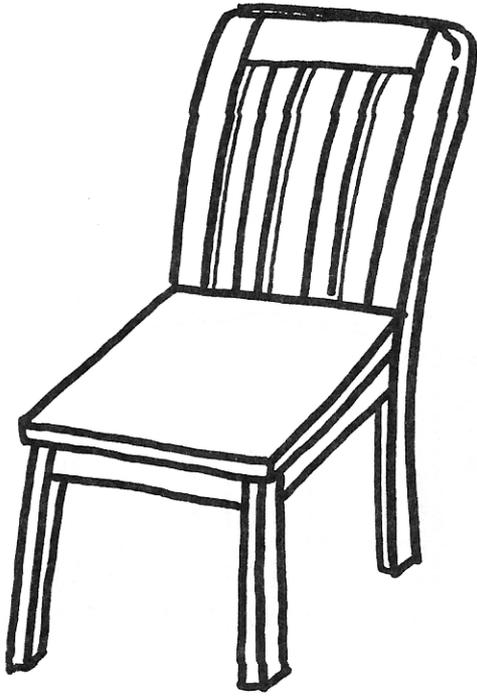
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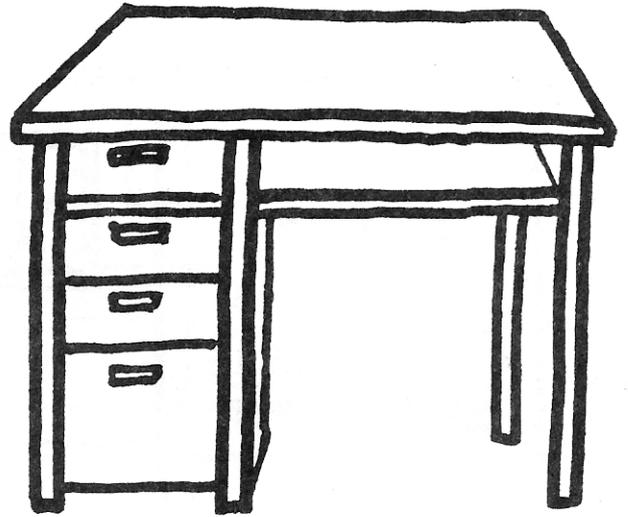
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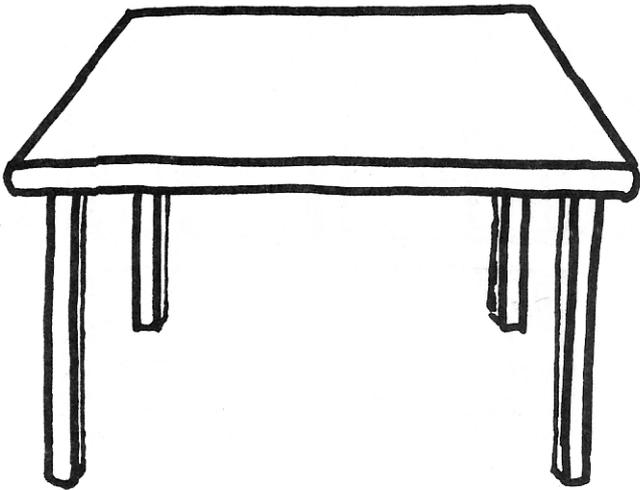
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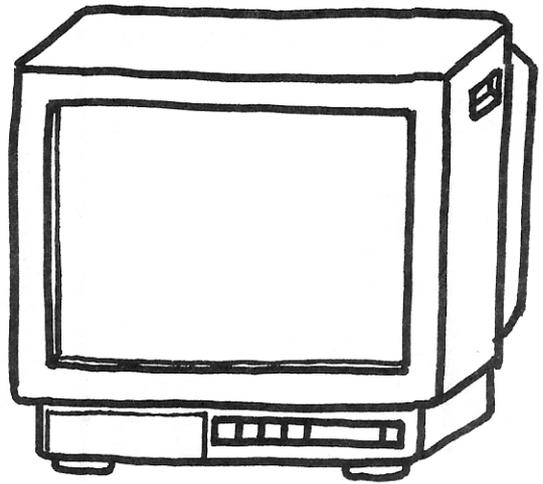
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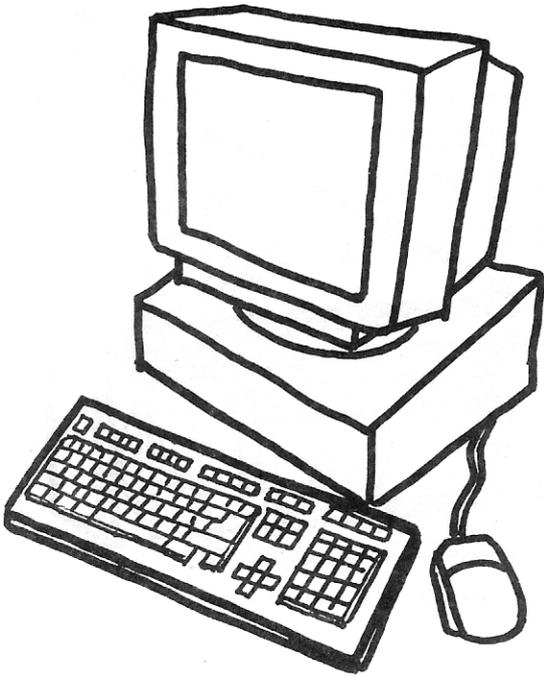
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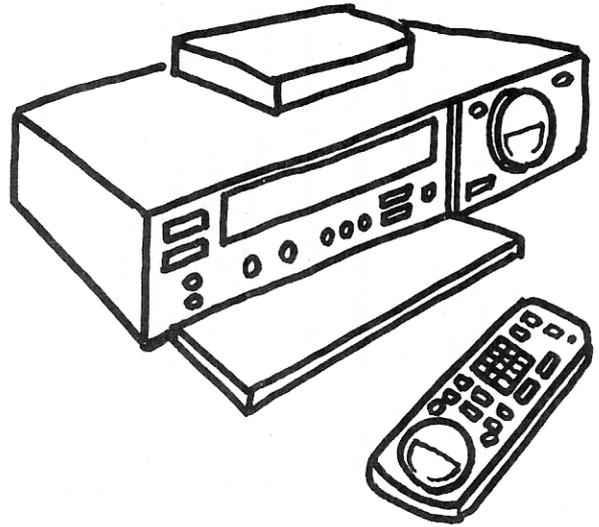
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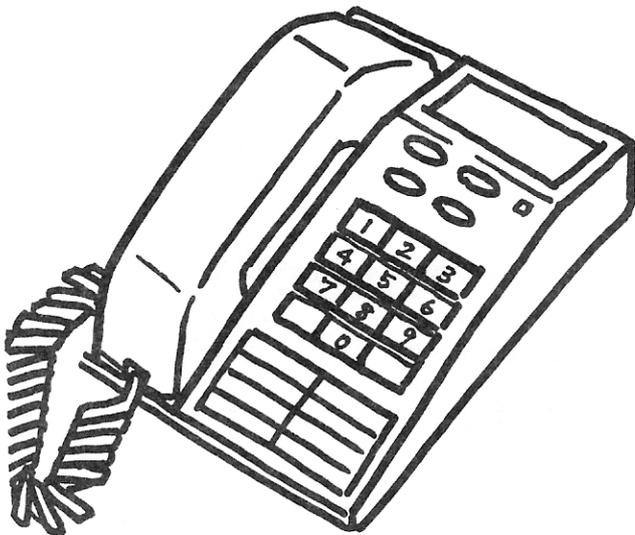
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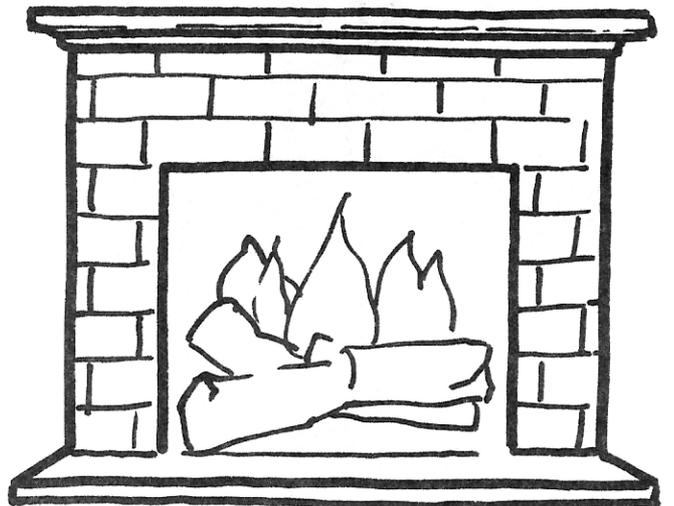
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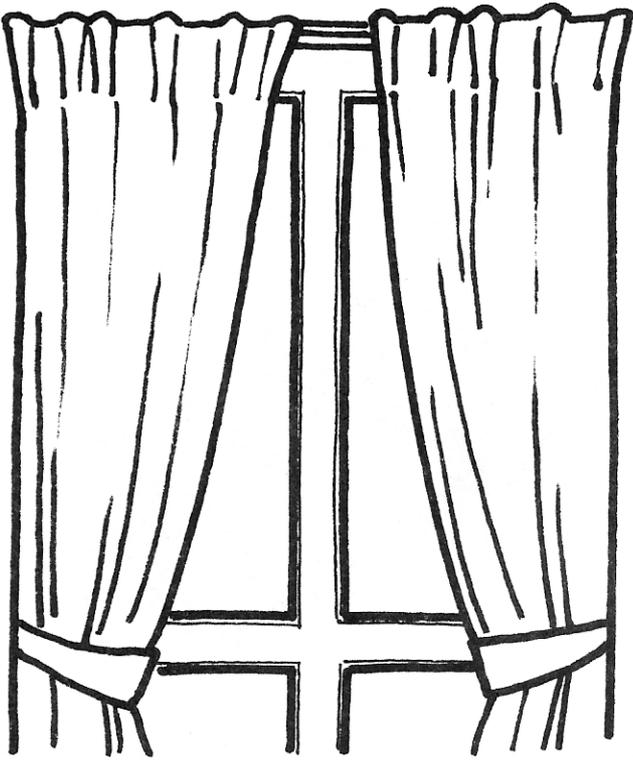
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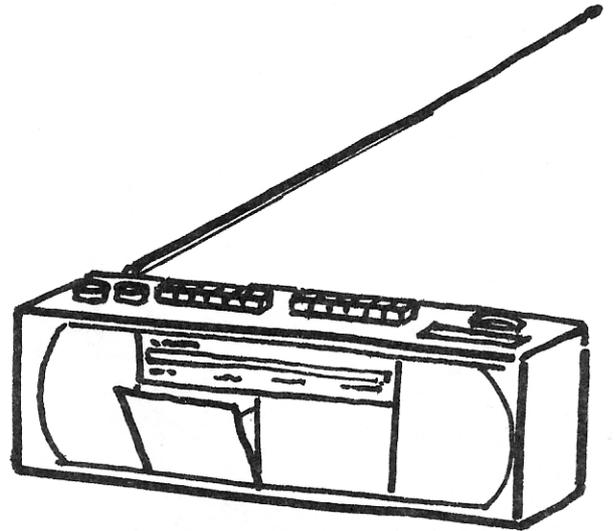
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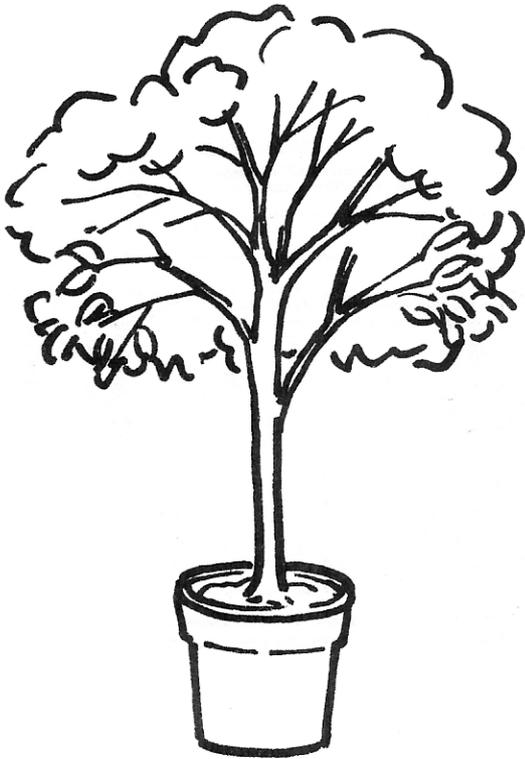
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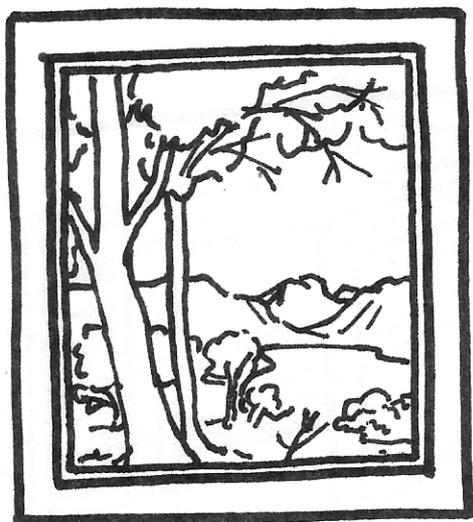
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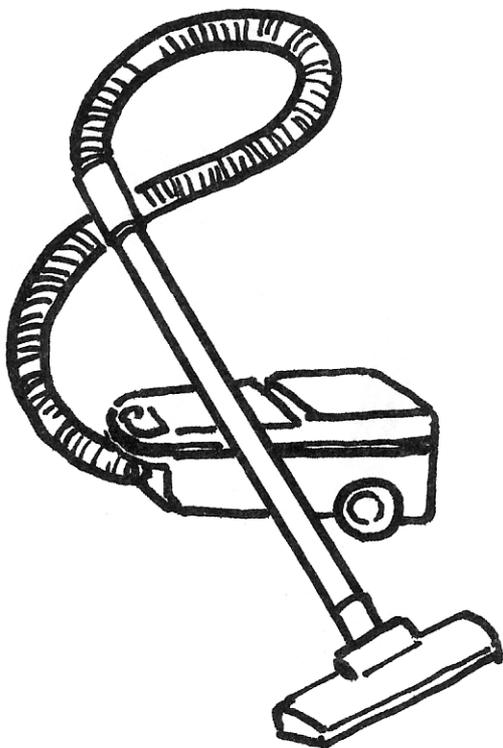
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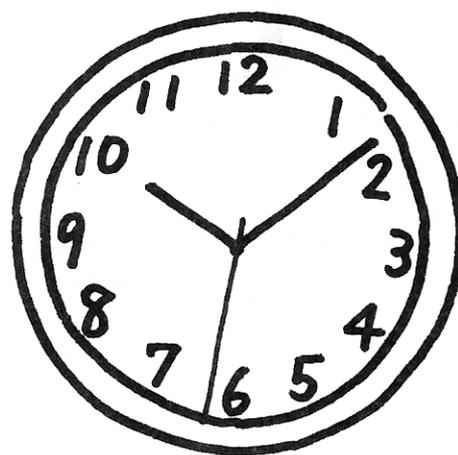
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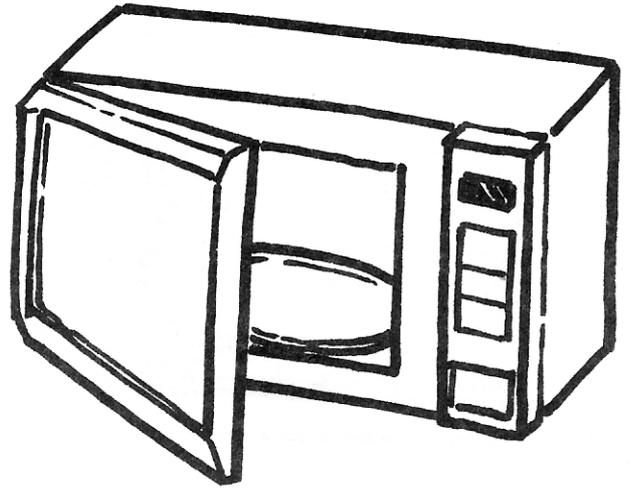
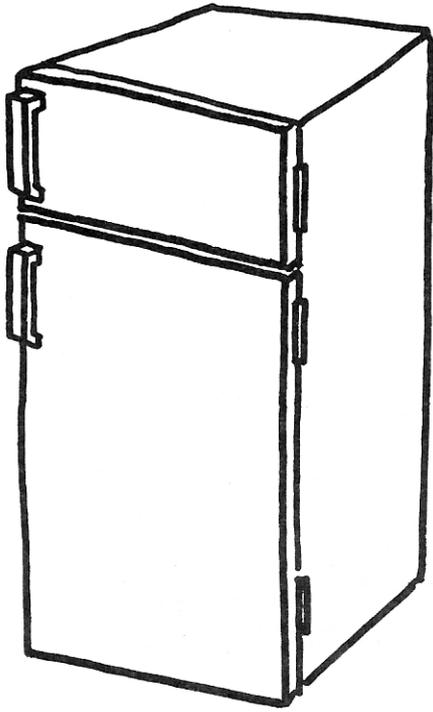
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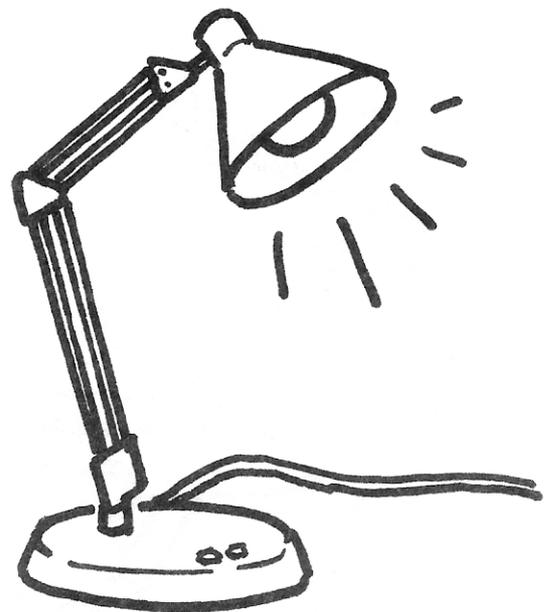


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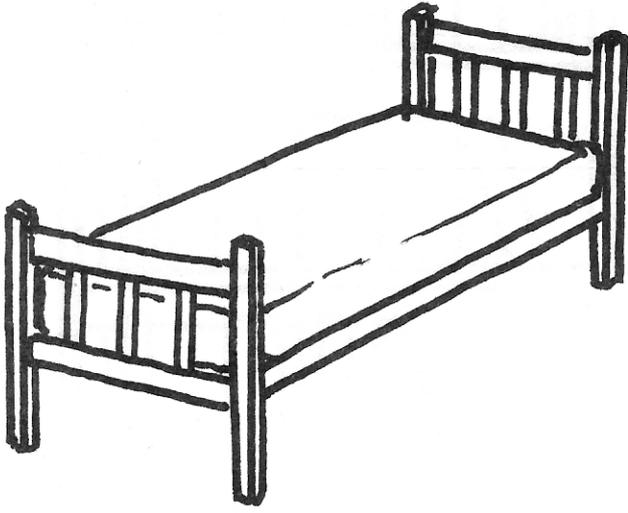
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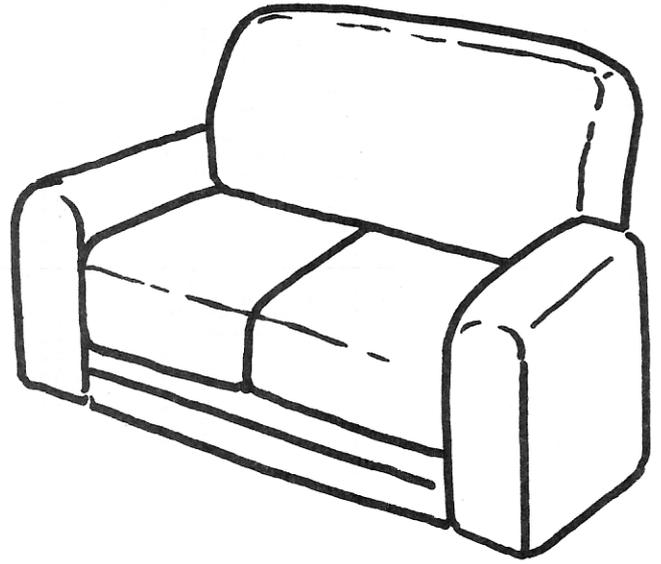


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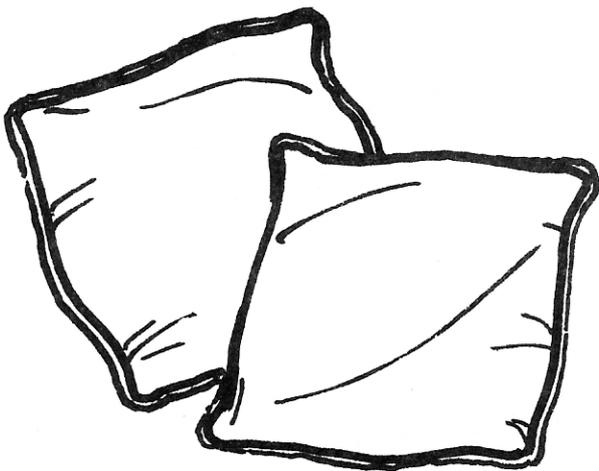
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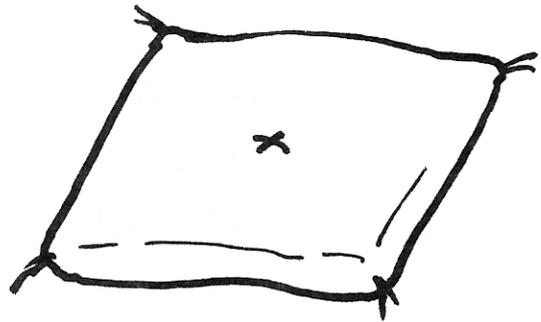
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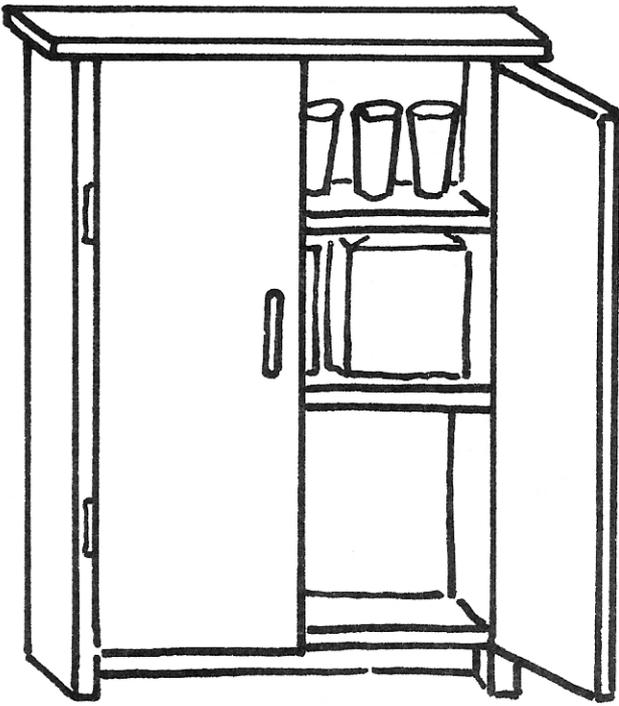
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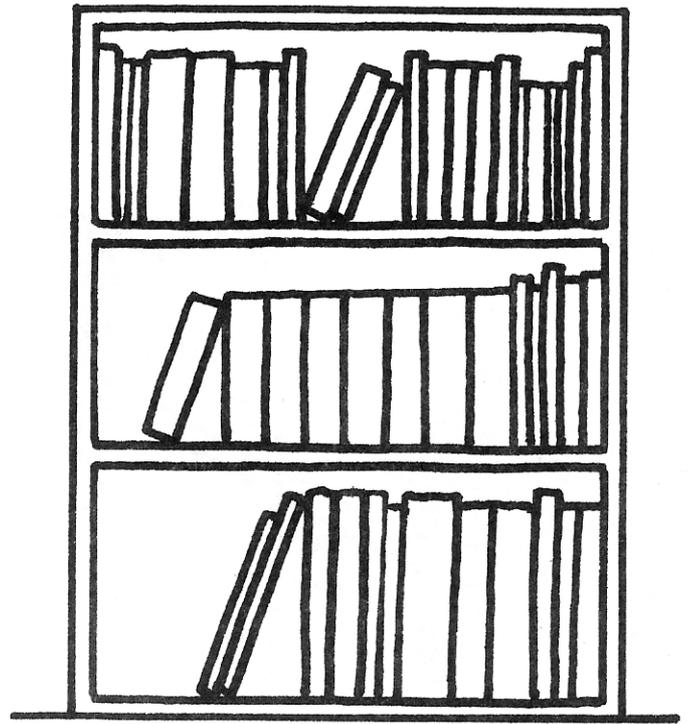
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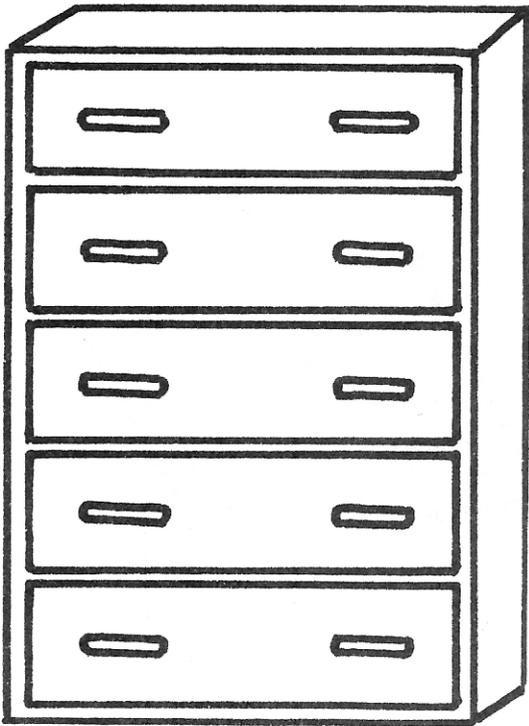
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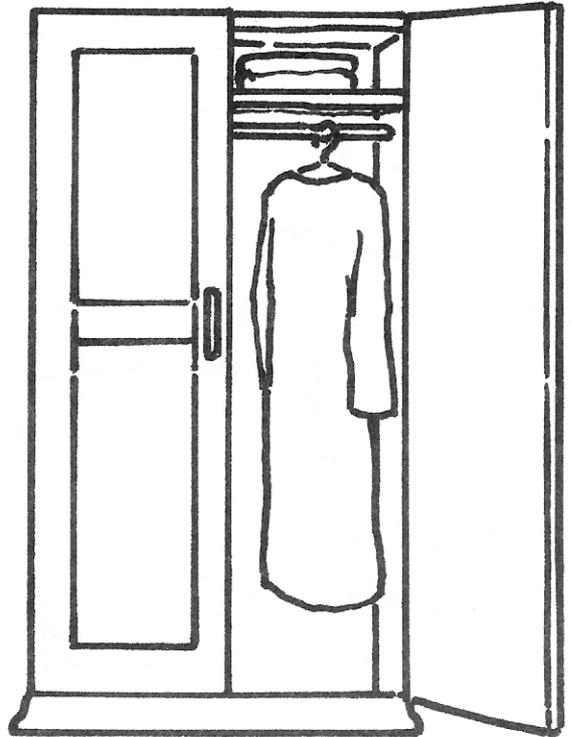
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たんす



ようふくだんす

## 4. Rooms of a house

### Language exponents

*heya* (room)  
 \_\_\_ *no heya* (\_\_\_'s room)  
*genkan* (entrance)  
*daidokoro* (kitchen)  
*ima* (lounge)  
*ofuro(ba)* (bathroom)  
*senmenjo* (washroom)  
*toire/otearai* (toilet)

*Kono heya wa nan desu ka.* (What is this room?)  
*Kore wa nan no heya desu ka.* (What room is this?)  
 \_\_\_ *desu.* (It is \_\_\_.)  
 \_\_\_ *wa doko desu ka.* (Where is \_\_\_.)  
 \_\_\_ *desu.* (It is in/at \_\_\_.)  
*Kore wa \_\_\_ desu ka.* (Is this \_\_\_?)  
*Hai soo desu.* (Yes it is.)  
*Iie. \_\_\_ desu.* (No. It is \_\_\_.)

### 🔦 Activity ideas 🔦

#### 1 - Worksheet “*Dono heya*” (Which room?)



This sheet can be used for vocabulary introduction, conversation practice, tests or games. Following is a game sample.

Divide the class into two teams. Have a member from one team ask a question, “ \_\_\_ *wa doko desu ka.*” (Where is \_\_\_?) The other team then answers “ \_\_\_ *desu.* (In the \_\_\_.)” The questions can relate to household objects, animals or family members.



To prevent a student dominating, I allow one question and one answer per student. This way everyone has a chance. Naturally, team members help each other.

## 2 - Worksheets “*Doko desu ka*” (Where is it?) A and B

The class is divided into two teams. Team A has sheet A and team B has sheet B. The students’ goal is to find out where their team’s missing objects are and to draw them in the correct room.

For example.

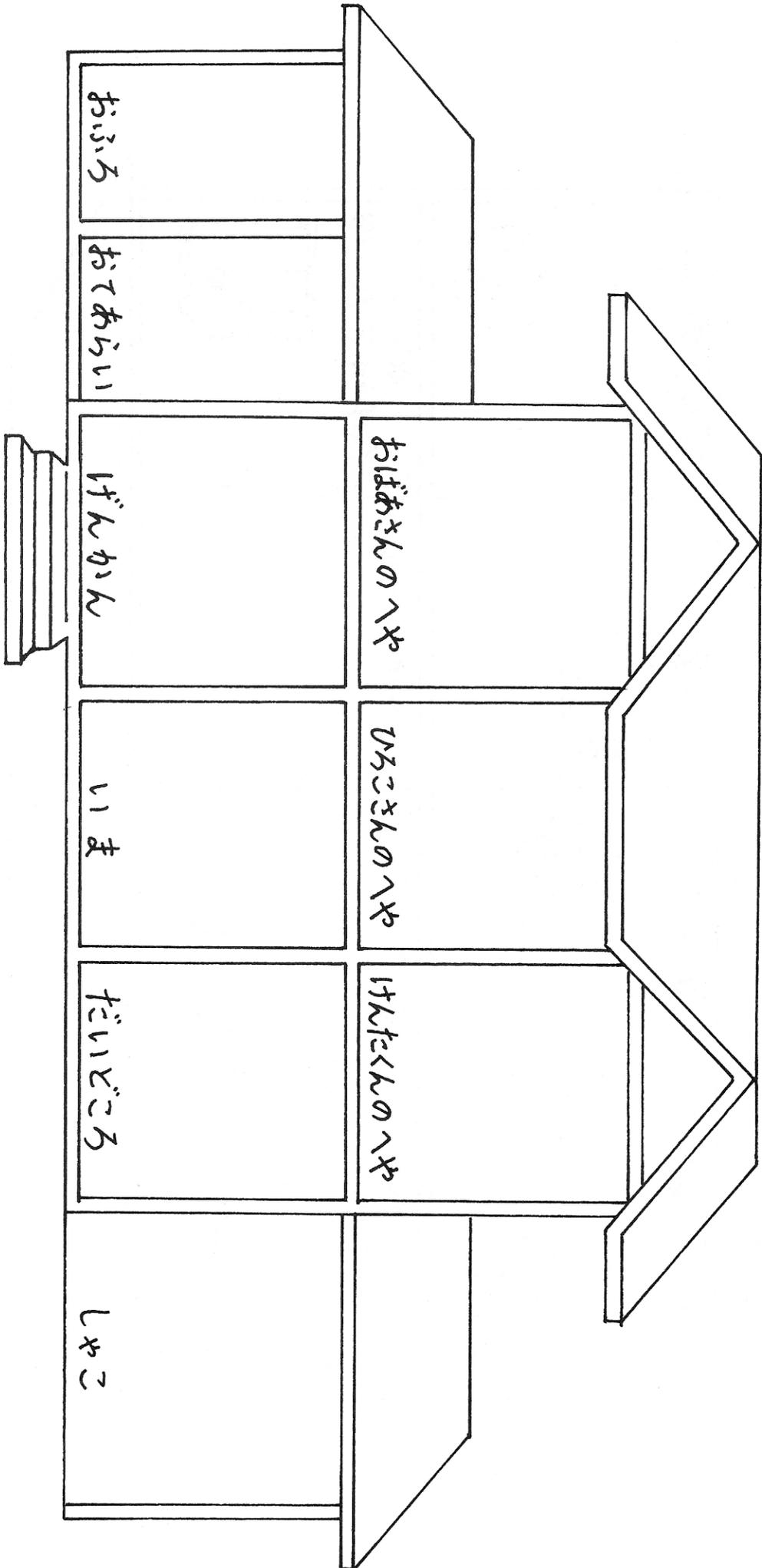
Team B: “*Terebi wa doko desu ka.*” (Where is the Television?)

Team A: “*Ima desu.*” (It’s in the lounge room.)

Team B draws a television in the lounge room on their sheet.

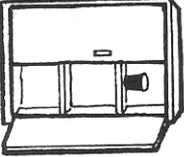
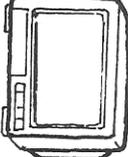
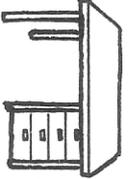
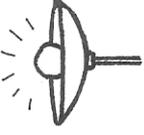
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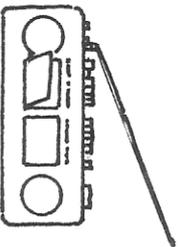
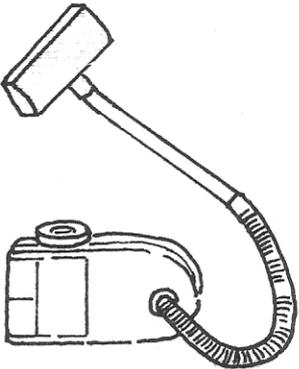
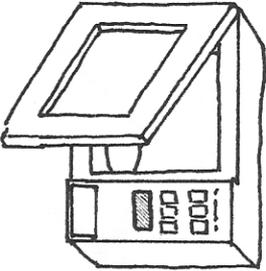
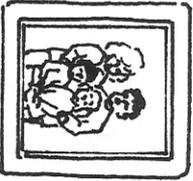
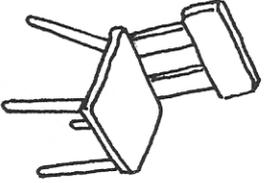
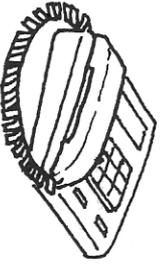
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# どこですか(A)

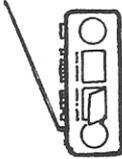
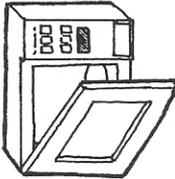
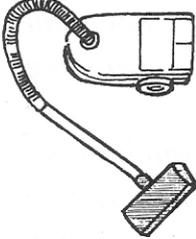
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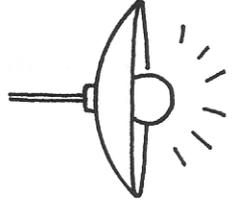
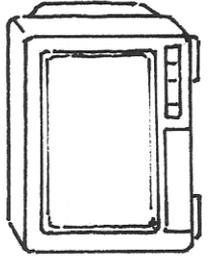
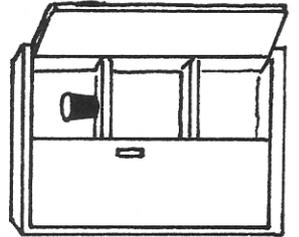
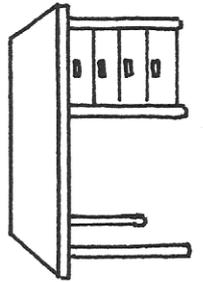
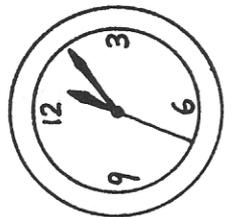
 おとうさんとおかあさん のへや	 だいびごころ
ひろくんのへや	 いま
 あきこさんのへや	 げんかん
 とむこさんのへや	 おばあさんのへや



# どこですか(B)

なまえ:

 <p>おとうさんとおかあさん のへや</p>	 <p>ひろくんのへや</p>	<p>あきさんのへや</p>	 <p>ともさんのへや</p>
 <p>だいどころ</p>	 <p>いま</p>	<p>げんかん</p>	 <p>おばあさんのへや</p>



## 5. Months, Weeks, Dates, Days, Seasons

### Language exponents

Months:	<i>ichigatsu</i> (January)	
	<i>nigatsu</i> (February)	
	<i>sangatsu</i> (March)	
	<i>shigatsu</i> (April)	
	<i>gogatsu</i> (May)	
	<i>rokugatsu</i> (June)	
	<i>shichigatsu</i> (July)	
	<i>hachigatsu</i> (August)	
	<i>kugatsu</i> (September)	
	<i>juugatsu</i> (October)	
	<i>juuichigatsu</i> (November)	
	<i>juunigatsu</i> (December)	
Weeks:	<i>senshuu</i> (last week)	
	<i>konshuu</i> (this week)	
	<i>raishuu</i> (next week)	
Dates:	<i>tsuitachi</i> (1st)	<i>juushichinichi</i> (17th)
	<i>futsuka</i> (2nd)	<i>juuhachinichi</i> (18th)
	<i>mikka</i> (3rd)	<i>juukunichi</i> (19th)
	<i>yokka</i> (4th)	<i>hatsuka</i> (20th)
	<i>itsuka</i> (5th)	<i>nijuuchinichi</i> (21st)
	<i>muika</i> (6th)	<i>nijuuninichi</i> (22nd)
	<i>nanoka</i> (7th)	<i>nijuusannichi</i> (23rd)
	<i>yooka</i> (8th)	<i>nijuuyokka</i> (24th)
	<i>kokonoka</i> (9th)	<i>nijuugonichi</i> (25th)
	<i>tooka</i> (10th)	<i>nijuurokunichi</i> (26th)
	<i>juuichinichi</i> (11th)	<i>nijuushichinichi</i> (27th)
	<i>juuninichi</i> (12th)	<i>nijuuhachinichi</i> (28th)
	<i>juusannichi</i> (13th)	<i>nijuukunichi</i> (29th)
	<i>juuyokka</i> (14th)	<i>sanjuunichi</i> (30th)
	<i>juugonichi</i> (15th)	<i>sanjuuichinichi</i> (31st)
	<i>juurokunichi</i> (16th)	
Days:	<i>nichiyoobi</i> (Sunday)	
	<i>getsuyoobi</i> (Monday)	
	<i>kayoobi</i> (Tuesday)	

*suiyoobi* (Wednesday)  
*mokuyoobi* (Thursday)  
*kinyoobi* (Friday)  
*doyoobi* (Saturday)

*ototoi* (the day before yesterday)  
*kinoo* (yesterday)  
*kyoo* (today)  
*ashita* (tomorrow)  
*asatte* (the day after tomorrow)

Seasons:

*haru* (Spring)  
*natsu* (Summer)  
*aki* (Autumn)  
*fuyu* (Winter)  
*tsuyu* (Rainy season in Japan)

\_\_\_\_\_ *wa itsu desu ka.* (When is \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan gatsu desu ka.* (Which month is \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan nichi desu ka.* (What date is \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan yoobi desu ka.* (What day is \_\_\_\_\_?)

\_\_\_\_\_ *wa itsu deshita ka.* (When was \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan gatsu deshita ka.* (Which month was \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan nichi deshita ka.* (What date was \_\_\_\_\_?)  
 \_\_\_\_\_ *wa nan yoobi deshita ka.* (What day was \_\_\_\_\_?)



It is easy to introduce this vocabulary using a calendar. To learn this, students must be familiar with the numbers from one to thirty one. Because dates are difficult, I suggest leaving them until mid primary school level. As there is a lot to learn, I also recommend one lesson for each topic.



It is possible to practice every day, not only in the L.O.T.E. room, but also in the class room.

## 🎉 Activity ideas for months 🎉

### 1 - Birth month survey

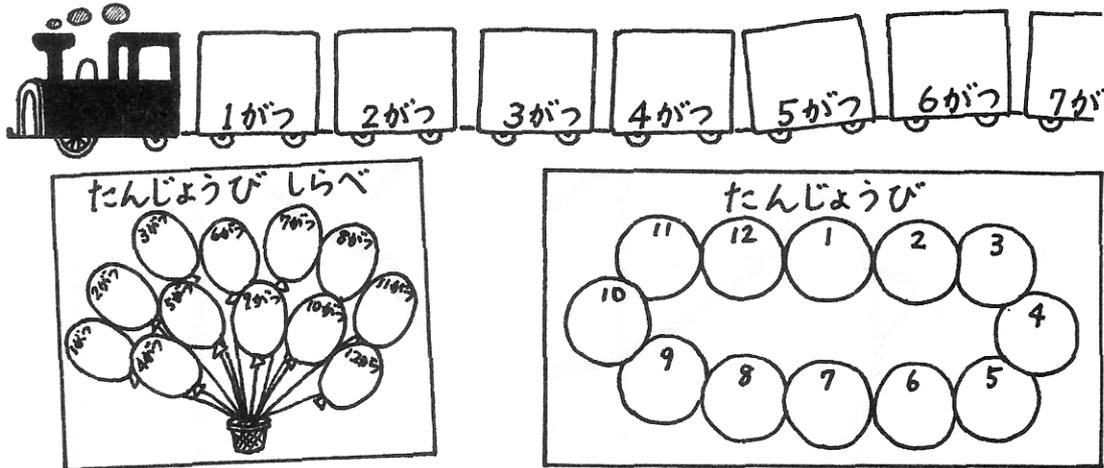
After students have learned the months, please teach the language pattern “*Tanjoobi wa nan gatsu desu ka.*” (In what month is your birthday?) “*\_\_\_\_\_ gatsu desu.*” (It’s in \_\_\_\_\_.) Students are each given a survey sheet and walk around the class for five minutes surveying each other. Once the students are re-seated, the teacher asks the class “*(name)san no tanjoobi wa nan gatsu desu ka.*” (In what month is (name)’s birthday?) The students who surveyed that student will search their sheets for the name and answer “*\_\_\_\_\_ gatsu desu.*” (It’s in \_\_\_\_\_.)

	なまえ	たんじょうび
1		
2		
3		
4		
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12		
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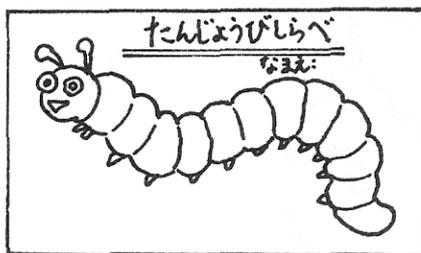
なまえ:

たんじょうび

- 2 - For this activity, have the students prepare a drawing of themselves. Collect these drawings and as you do Activity 1, stick the students' portraits in the appropriate sections of a birth month chart. Examples are below.



### 3 - Birthday months survey worksheet

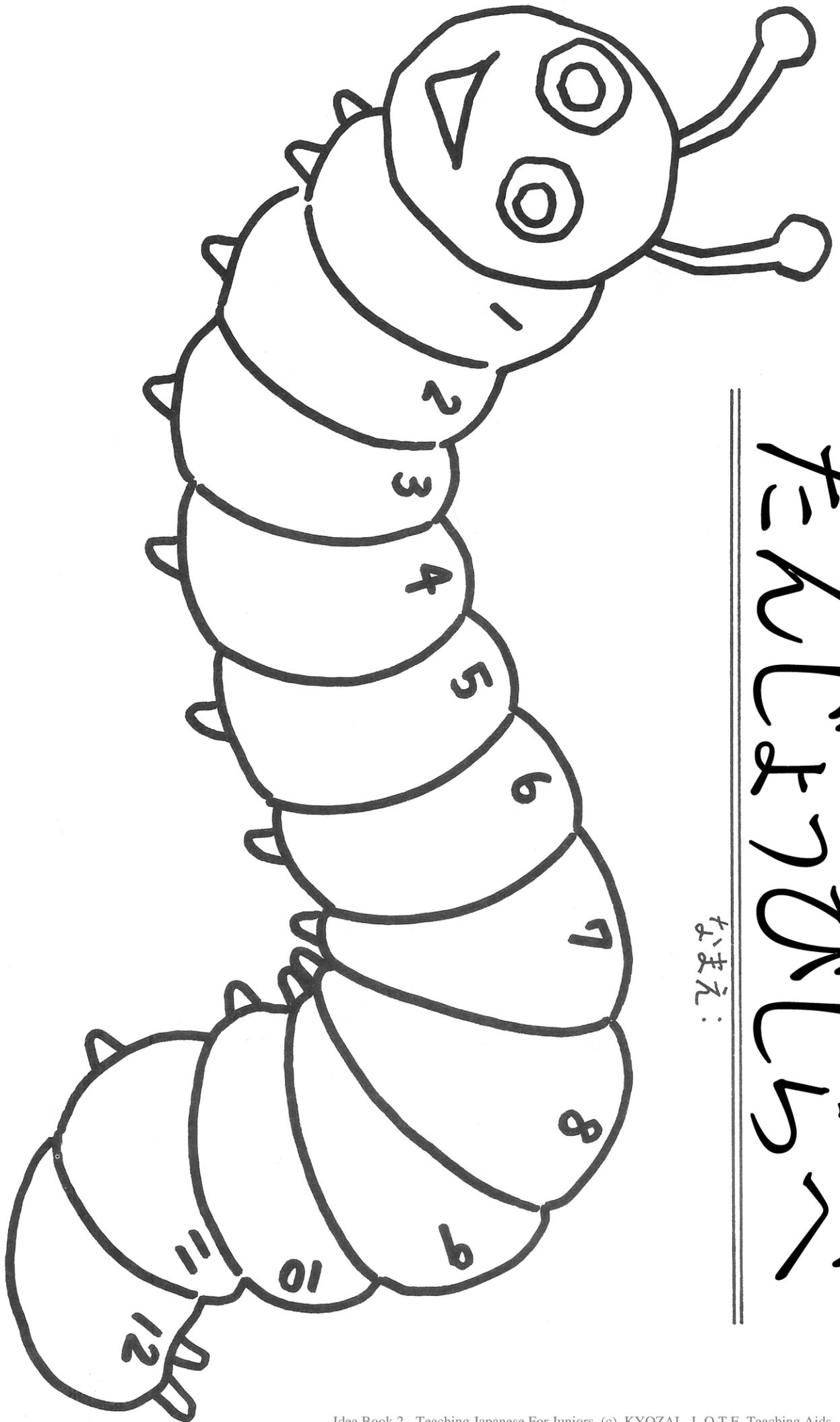


Students ask as many classmates as they can “*Tanjoobi wa nan gatsu desu ka.*” (What month is your birthday in?) When they know, they write the student’s name in the appropriate section of the “*aomushi*” (caterpillar).

- 4 - Students search for classmates who were born in the same month as themselves by asking “*Tanjoobi wa nan gatsu desu ka.*” (In what month is your birthday?) When a student finds another born in the same month, they form a group and continue searching. Eventually the class will be divided into twelve (or less) groups.

### 5 - Seasons and months worksheet

Students colour in both countries flags and write the months in the column headings across the top. They then draw pictures symbolising the seasons for each country. For example, cherry blossoms for spring in Japan and wattle blossoms for Australian spring. Summer could be fireworks in Japan and Christmas in Australia. Autumn brings coloured leaves in Japan and Easter or grape harvest in Australia. Winter brings a white Christmas in Japan and possibly cold rain for the southern states of Australia. Once the pictures have been completed, they are cut out and pasted in the appropriate spot on the chart.



# たんじょうびしらべ

なまえ:



## ☀ Activity ideas for dates ☀

- 1 - To the tune of “Mary Had a Little Lamb”, you can sing the first ten dates.



### 2 - Special days in Japan worksheet

This is a good worksheet for the senior grades. On this worksheet, there are a number of shapes relating to special days in Japan. As the teacher describes one of these days and talks about it (in English or Japanese) students try to pick the appropriate shape. Once the description for a shape is complete the teacher says “(day’s name) wa (month) (date) desu.” Students then write the month and date inside that shape.

### Teachers notes for special days worksheet

#### *Oshoogatsu Ichigatsu tsuitachi*

(New Year’s Day, January 1)

The most important holiday on the Japanese calendar. Before New Year’s Day, a lot of preparation is done cleaning and decorating the house with special decorations. People make *omochi* (rice cakes) and prepare special dishes for New Year’s Day. A lot of people visit shrines and temples at this time to pray for good health and good luck for the new year. Children play traditional games such as *karuta*, flying *tako* (kites), playing with *koma* (tops) or *hanetsuki* (Japanese badminton). This is the main time of year that families have to spend with each other.

#### *Setsubun Nigatsu mikka*

(The day before the first day of spring, February 3)

People perform the bean throwing ceremony at home. They throw roasted soy beans inside and outside their house or at a shrine to cleanse the area of evil spirits and invite good luck by saying “*Oni wa soto, fuku wa uchi*” (Demons go out, good luck come in.)

***Barentain Dee Nigatsu juuyokka***

(Saint Valentine's Day, February 14)

On Valentine's Day in Japan, girls give chocolates to boys. Sometimes girls give chocolates to more than one person. This has become a seasonal gift for many people and does not necessarily imply affection. These non affectionate gifts of chocolate are called "*giri choko*" (duty chocolate).

***Hinamatsuri Sangatsu mikka***

(Dolls festival, March 3)

This day is also called "the peach festival" because it used to be in the peach blossom season on the old lunar calendar. This day is celebrated to ensure the future happiness of girls. Families with daughters display a set of dolls dressed in old style costumes on a tiered stand covered with red cloth. People also eat *hishimochi* (diamond shaped rice cake) and drink *shirozake* (white sake).

***Midori no hi Shigatsu niyuukunichi***

(Greenery Day, April 29)

This used to be the Emperor's birthday. This is the first day of a series of holidays which ends about May 5. This series of holidays is called Golden Week. The Showa Emperor died in 1989 and the current Emperor's birthday is on December 23. However, to keep the day a holiday for Golden Week, this day is now recognised as a different holiday called *Midori no hi* (Greenery Day).

***Kodomo no hi Gogatsu itsuka***

(Children's Day, May 5)

This day is designated as a national holiday. It used to be called "*tango no sekku*" and it is celebrated to ensure the healthy growth of boys. Families with sons put up *koinobori* (carp streamers) on a tall pole in the yard, in hope that the boys grow strong like the carp swimming against the rapid flowing stream of a river. People eat *chimaki*, rice dumpling wrapped in bamboo leaves and *kashiwamochi* which is rice cake with *anko* (sweet red bean paste) wrapped in an oak leaf.

***Tanabata Shichigatsu nanoka***

(Star festival, July 7)

This is based on an old Chinese legend about two lovers, *orihime* (weaver princess in the heavens) and *ushikai* (cow herd). On this day, people decorate bamboo trees with paper decorations. Their wishes and poems are written on *tanzaku* (strips of paper) which are then tied to bamboo

trees. These wishes used to be for improving your particular skills. Nowadays, however, you can wish for anything.

***Heiwa no hi*** *Hachigatsu muika* and *Hachigatsu kokonoka*  
(Peace days, August 6 and August 9)

On August 6, 1945, an atomic bomb was used for the first time against humans in the city of Hiroshima. On August 9, the second atomic bomb was dropped on Nagasaki. On these days, people pray and wish for peace.

I highly recommend a book on this topic called

“My Hiroshima”

by Junko Morimoto

Published by Angus + Robertson 1995

An imprint of Harper Collins Publishers, Australia

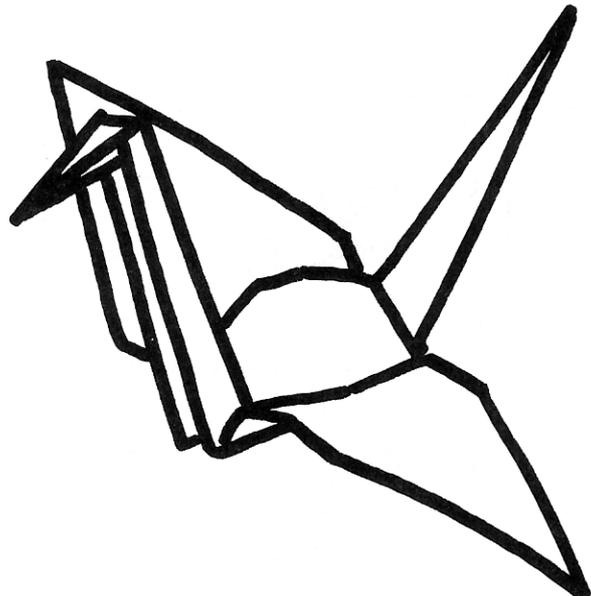
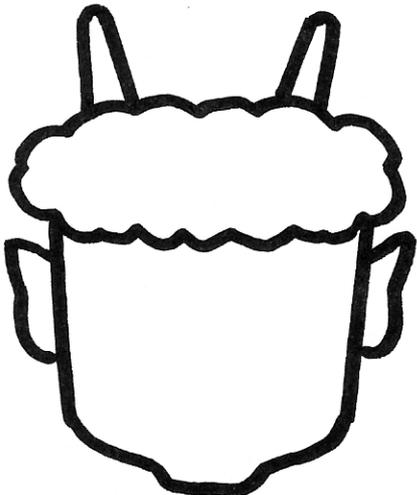
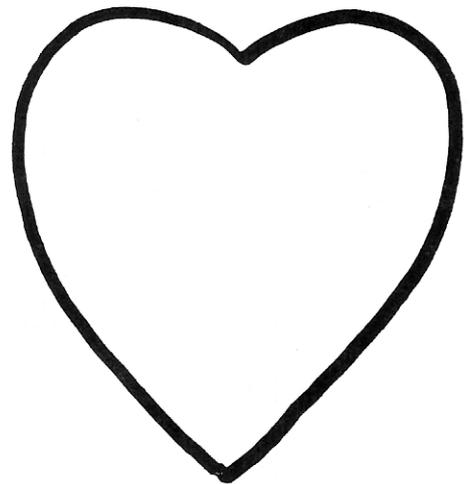
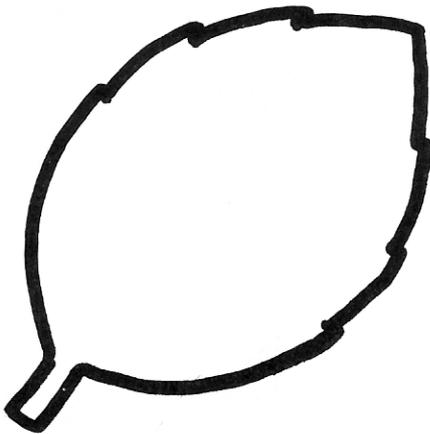
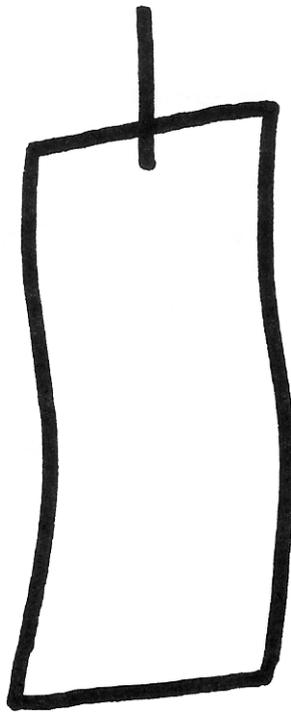
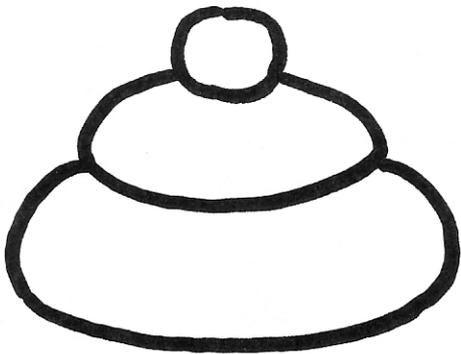
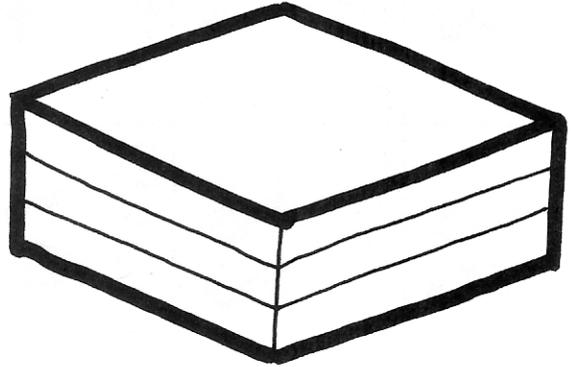
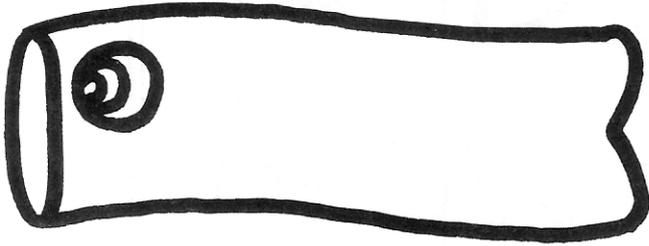
ISBN 0 207 18873 4

### 3 - Birthday survey game

Divide the class into two or three teams. Have one member from each team come to the board. As the teacher asks someone in the class “*Tanjoobi wa itsu desu ka?*” (When is your birthday?) they answer “(Month), (Date) *desu.*” Whoever is first to write this date correctly on the board wins a point for their team.

# なにかがなんにちですか

なまえ:



# なんにちですか

なまえ:

	1	2	3	4	5	6
	ついでち	ふつか	みつか	よつか	いっか	おいか
7	8	9	10	11	12	13
なのか	ようか	このか	とつか	じゅういちにち	じゅうににち	じゅうさんにち
14	15	16	17	18	19	20
じゅうよつか	じゅうごにち	じゅうろくにち	じゅうしちにち	じゅうはちにち	じゅうくにち	はつか
21	22	23	24	25	26	27
にじゅういちにち	にじゅうににち	にじゅうさんにち	にじゅうよつか	にじゅうごにち	にじゅうろくにち	にじゅうしちにち
28	29	30	31			
にじゅうはちにち	にじゅうくにち	さんじゅうにち	さんじゅういちにち			

## 🎉 Activity ideas for days 🎉

### 1 - Rap days

Have your students repeat the following words after you with a rap style rhythm.

#### Teacher

*Nichi, Getsu, Ka, ---*  
*Nichi, Getsu, Ka, Sui*  
*Moku, Kin, Do, ---*  
*Nichi, Getsu, Ka, Sui, Moku Kin,*  
*Do*

#### Students

*Nichi, Getsu, Ka, ---*  
*Nichi, Getsu, Ka, Sui*  
*Moku, Kin, Do, ---*  
*Nichi, Getsu, Ka, Sui, Moku Kin,*  
*Do*

(Repeat these lines as many times as you wish, accompanied by clapping hands or tapping feet.)



Please use cards or charts as a visual aid while performing this song. Point to the appropriate days as they are sung. For example, when I teach this I write the days of the week on the board. As we repeat the song, I rub out one day at a time. This excites the students, as they keep singing without reading.

### 2 - Making day charts

Enlarge and copy the seven day kanji characters on the following pages onto different coloured papers.



If you have these charts you can involve colour vocabulary in the lesson any time. You can also play a game. For example, throw a coloured dice and students say the day of the colour. There is a dice master on page 23 of Idea book 1.

### 3 - Worksheet for writing days kanji

Be very careful with stroke order, it is important.

### 4 - Calendar making

Students draw pictures for each month and write the month name and days in kanji. They then fill in the dates using Arabic digits.

### 5 - Card games

See page 33 of Idea Book 1 for card game ideas.

日

月

火

水

木

金

# なんようびですか

なまえ:

日	☉	日 日 日 日	にちようび	日				
月	☾	月 月 月 月		月				
火	火	火 火 火 火		火				
水	水	水 水 水 水		水				
木	木	木 木 木 木		木				
金	金	金 金 金 金 金		金				
土	土	土 土 土		土				




A grid consisting of 7 columns and 7 rows of empty rectangular cells, used for data entry or calculations.

## 6. Weather

### Language exponents

<i>tenki</i> (weather)	<i>atsui</i> (hot)
<i>hare</i> (fine / sunny)	<i>attakai</i> (warm)
<i>ii tenki</i> (good weather)	<i>samui</i> (cold)
<i>ame</i> (rain)	<i>suzushii</i> (cool)
<i>kumori</i> (cloudy)	
<i>kaze ga tsuyoi</i> (strong wind)	<i>Kyoo no tenki wa</i> (What is today's
	<i>nan desu ka.</i> weather?)
<i>arashi</i> (storm)	
<i>yuki</i> (snow)	

### Lesson sample



In this lesson, students will practice Hiragana recognition so they must know some basic Hiragana or there must be a Hiragana chart which will help students recognise weather words in the class room. Big Hiragana Charts are available from KYOZAI.

- 1 - Ask students “*Kyoo no tenki wa nan desu ka.*” (What is today’s weather?) As you repeat *tenki*, show the students weather picture cards so students will understand that *tenki* means weather. You don’t have to explain in English.
- 2 - Showing picture cards to students, teach the students each word by having them repeat after you.



When I was teaching this, one student commented that *hare* (sunny) sounds like Harley and another said “Yeah, its nice to ride a Harley Davidson on a sunny day.” Thanks to those comments, everyone learned *hare* very quickly. I really enjoy these things happening.

- 3 - Put word cards on the board. Encourage students to match picture cards and word cards. For example, showing the students the picture card for *atsui*, count the number of sounds *a-tsu-i*. Because there are

three sounds, there are three letters. As the first letter is *a*, students look for a word which starts with *a* and has three hiragana symbols.



In the next lesson, do the opposite. Have the picture cards on the board and get students to match word cards with picture cards. Good Hiragana charts are almost essential.

4 - Play a game.

## 💡 Game and activity ideas for weather 💡

### 1 - Picture card and picture card matching game

Make two sets of picture cards. Simply photocopy the following masters onto two different sets of colour copying paper. Cards are placed face down and one card from each colour group is turned over by the player who then calls them out. If they match, the pairs can be kept. If it is not a pair, another player will try.

### 2 - Picture card and word card matching game

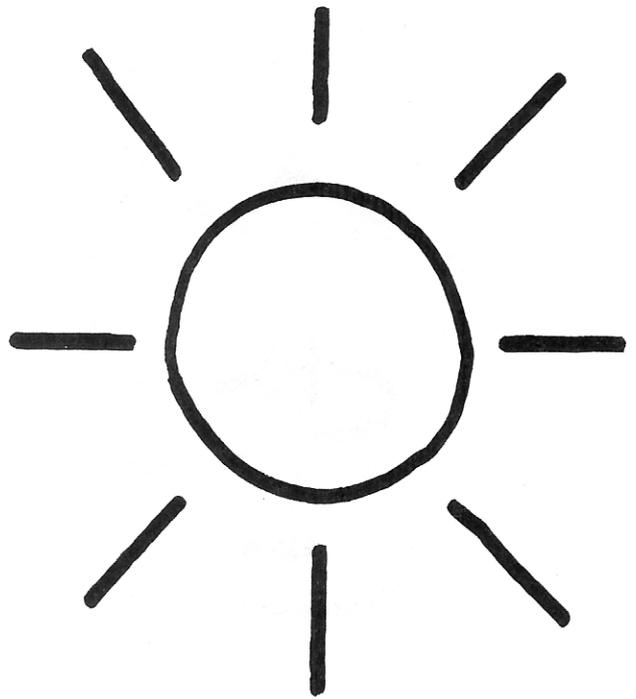
Make a picture card set and a word card set and play a matching game, as explained above.



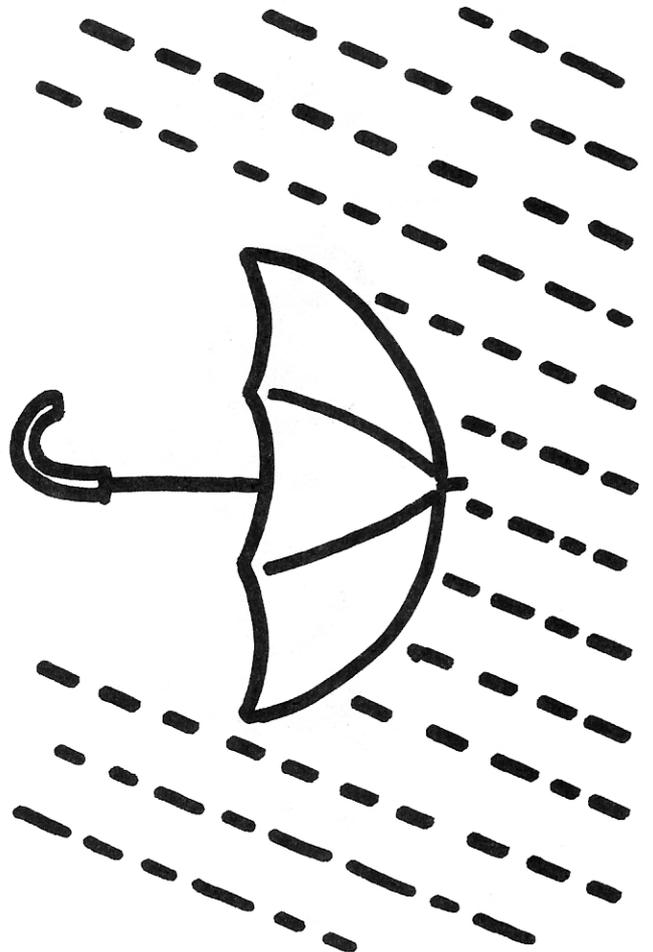
You can either do this with the class sitting in a circle, or divide the class into small groups and have each group play. Very advanced students can try word and word matching games.

### 3 - Weather wheel

This can be done once students can recognise the weather words written in Hiragana, otherwise it will be difficult for students to draw the right picture in the right spot. Students recognise the words on the wheel and draw the appropriate picture for each section. Once the pictures are done, the wheel is cut out and attached to the base chart with a split pin.

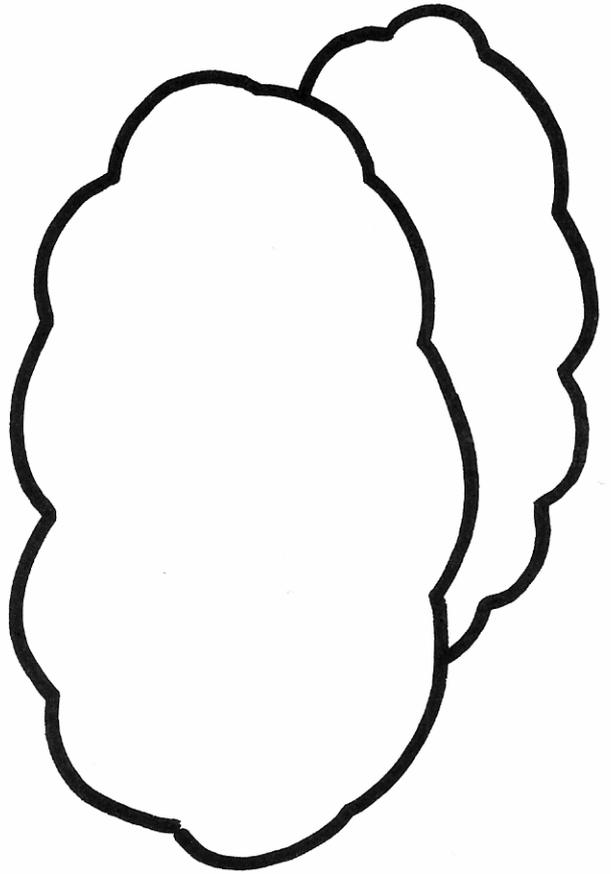


はれ



あめ

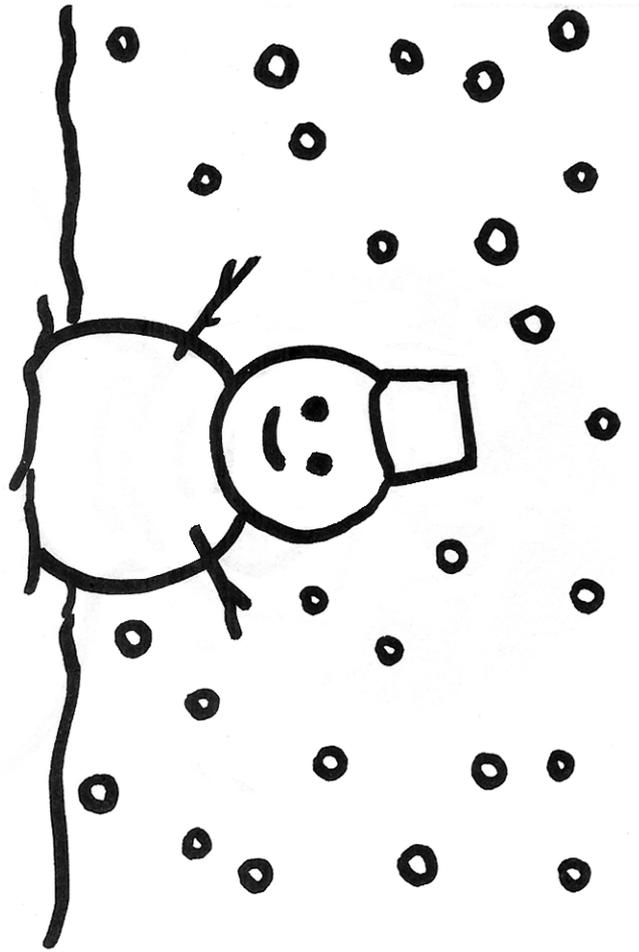
くもり



いずかばつし



ゆき

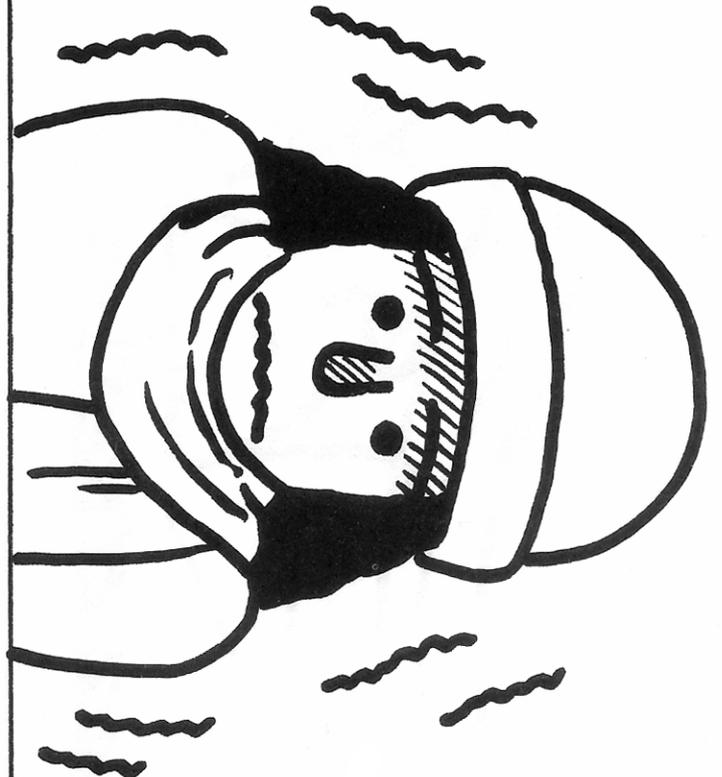


あらし

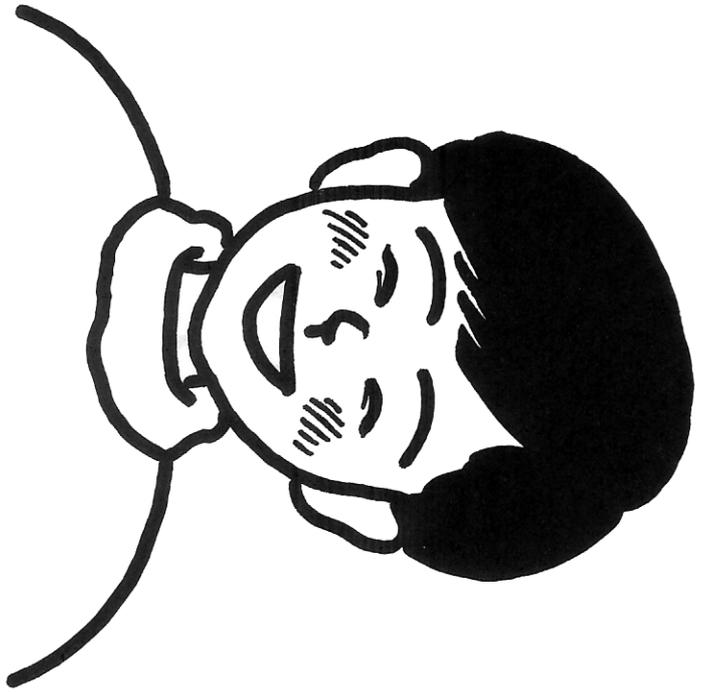




あつい



さわい

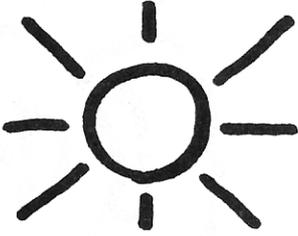
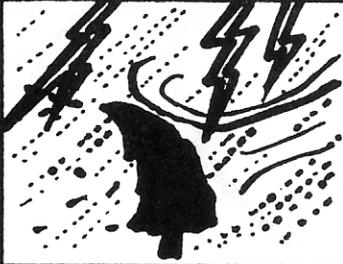
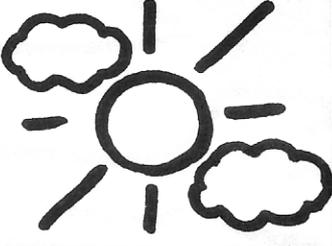


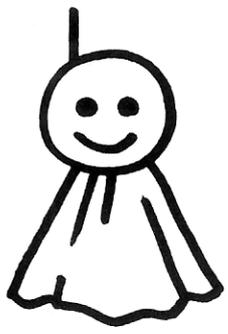
おたがし



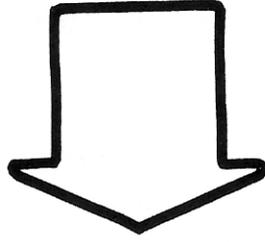
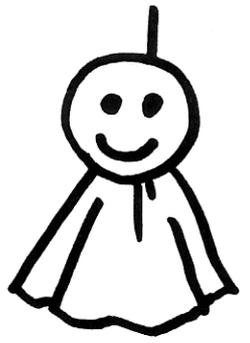
さざし

# おてんきげえむ

			
		あめ	くもり
かぜが つよい	はれ	ゆき	あらし
あつい	すずしい	あたたかい	さむい
			
	てんき		いいてんき

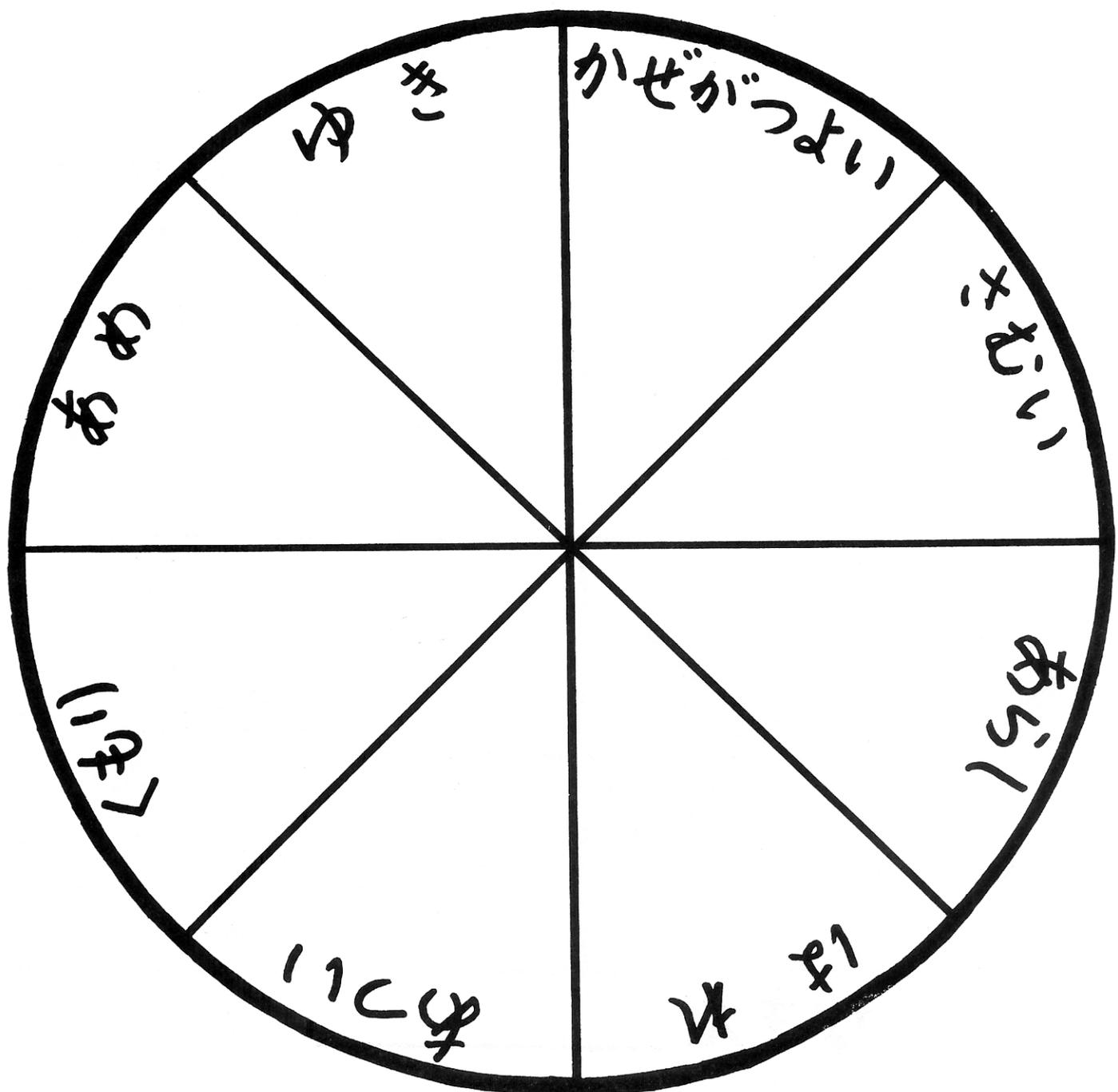


きょうのてんきは?



.

なまえ \_\_\_\_\_



## 7. Time

### Language exponents

___ji	___o'clock	nijuuippun	21 min	yonjuuippun	41 min
___ji han	half past ___	nijuunifun	22 min	yonjuunifun	42 min
ippun	1 min	nijuusanpun	23 min	yonjuusanpun	43 min
nifun	2 min	nijuuyonpun	24 min	yonjuuyonpun	44 min
sanpun	3 min	nijuugofun	25 min	yonjuugofun	45 min
yonpun	4 min	nijuuroppun	26 min	yonjuuroppun	46 min
gofun	5 min	nijuunanafun	27 min	yonjuunanafun	47 min
roppun	6 min	nijuuhappun	28 min	yonjuuhappun	48 min
nanafun	7 min	nijuukyuuufun	29 min	yonjuukyuuufun	49 min
happun	8 min	sanjuuippun	30 min	gojuppun	50 min
kyuufun	9 min	sanjuuippun	31 min	gojuuippun	51 min
juppun	10 min	sanjuunifun	32 min	gojuunifun	52 min
juuippun	11 min	sanjuusanpun	33 min	gojuusanpun	53 min
juunifun	12 min	sanjuuyonpun	34 min	gojuuyonpun	54 min
juusanpun	13 min	sanjuugofun	35 min	gojuugofun	55 min
juuyonpun	14 min	sanjuuroppun	36 min	gojuuroppun	56 min
juugofun	15 min	sanjuunanafun	37 min	gojuunanafun	57 min
juuroppun	16 min	sanjuuhappun	38 min	gojuuhappun	58 min
junanafun	17 min	sanjuukyuuufun	39 min	gojuukyuuufun	59 min
juuhappun	18 min	yonjuppun	40 min	rokujuppun	60 min
juukyuuufun	19 min				
nijuppun	20 min				



At first it is best to teach \_\_\_ji (\_\_\_o'clock) and \_\_\_ji han (half past \_\_\_) only. To introduce minutes as well, students must be very familiar with numbers and counting.

### 💡 Activity ideas for time 💡

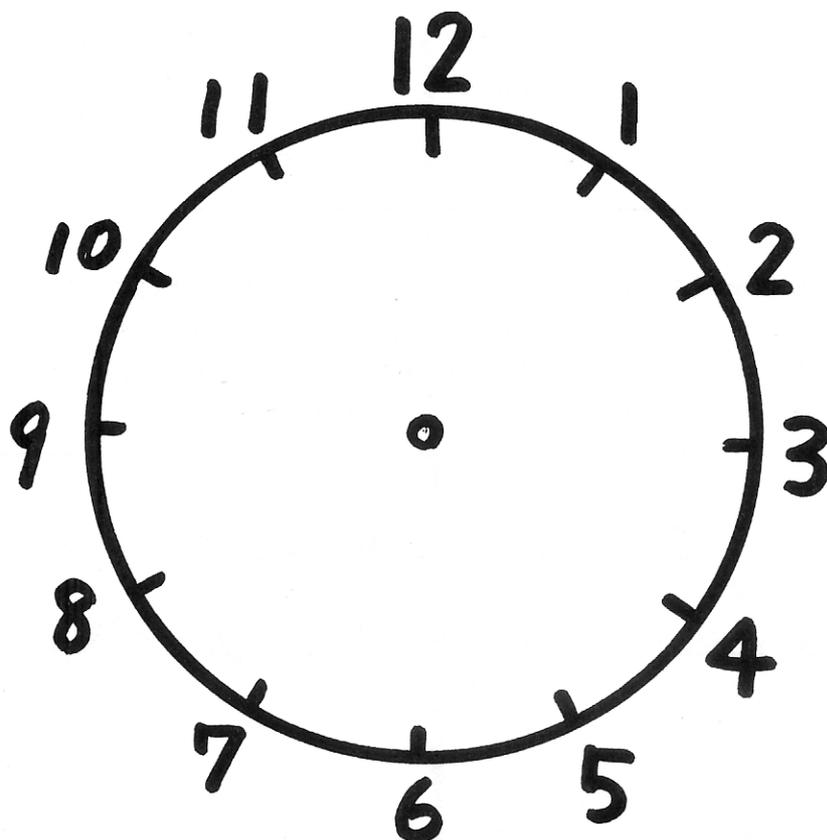
Borrow a large model clock. It must be large enough to show the whole class.

- 1 - Divide the class into two teams. One team sets the time. If the other team can say the time correctly, they get a point.
- 2 - Teachers show the students a time and whichever team says the correct time first, gets a point.
- 3 - Secret whispers (see Idea Book 1 page 33)  
Teacher whispers a time, and the last person to hear the secret whisper sets the clock.



At primary school level students can have difficulties reading the time or setting the clock face. You may wish to use a digital clock or just write the digital time on the board.

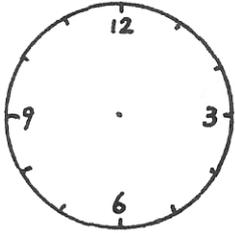
- 4 - Worksheet “*Nanji desu ka*” (What time is it?)  
The teacher tells a time to the students. Students fill the time in on the appropriate clock face. There are two types - analogue and digital.  
Please use whichever you feel is best.



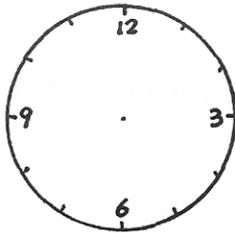
# なんじですか

なまえ:

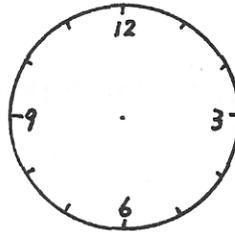
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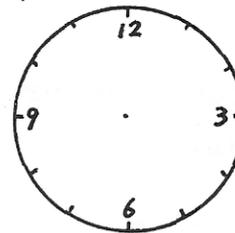
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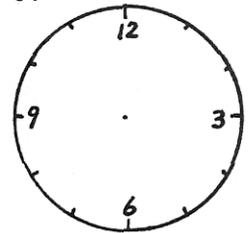
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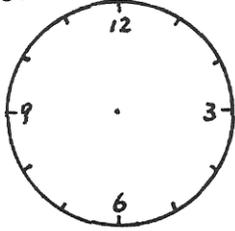
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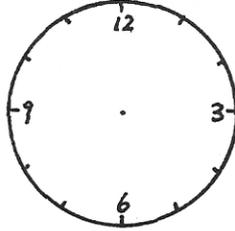
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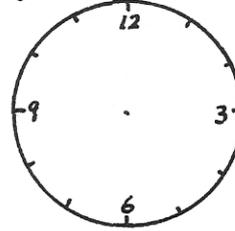
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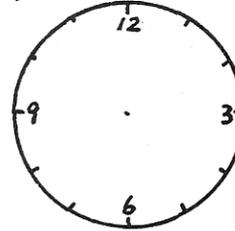
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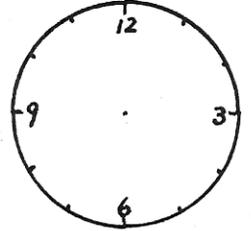
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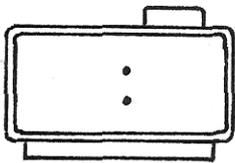
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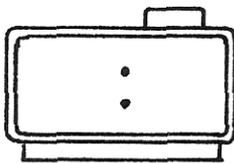
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なまえ:

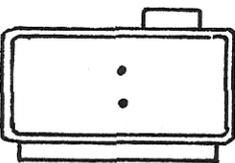
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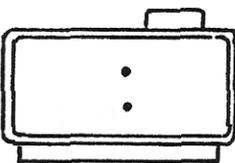
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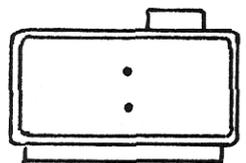
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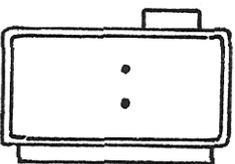
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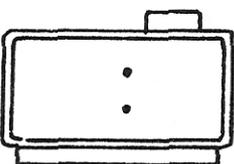
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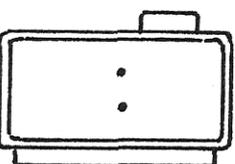
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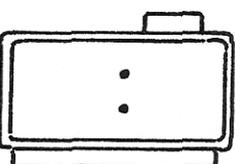
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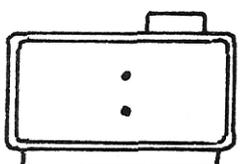
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9.



10.



## 8. Appendix 1 - romaji and hiragana

### 1. Craft and game activities for having more conversation in Japanese

Excuse me.	<i>Sumimasen.</i>	すみません。
Please give me _____.	<i>o kudasai.</i>	_____をください。
Please lend me the _____.	<i>o kashite kudasai.</i>	_____をかしてください。
Here you are.	<i>Hai, doozo.</i>	はい、どうぞ。
Thank you.	<i>Arigatoo.</i>	ありがとう。
You're welcome.	<i>Dooitashimashite.</i>	どういたしまして。
Is it all right? / Are you ready?	<i>Ii desu ka.</i>	いいですか。
Did you understand?	<i>Wakarimashita ka.</i>	わかりましたか。
Yes. / No.	<i>Hai. / Iie.</i>	はい / いいえ。
Not yet.	<i>Mada desu.</i>	まだです。
I don't understand.	<i>Wakarimasen.</i>	わかりません。
Have you finished?	<i>Dekimashita ka.</i>	できましたか。
Have you finished?	<i>Owarimashita ka.</i>	おわりましたか。
Well done.	<i>Yoku dekimashita.</i>	よくできました。
You are very clever.	<i>Joozu desu yo.</i>	じょうずですよ。
It's good.	<i>Ii desu yo</i>	いいですよ。
Please fold.	<i>Otte kudasai.</i>	おってください。
Please cut.	<i>Kitte kudasai.</i>	きってください。
Please glue it.	<i>Nori de hatte kudasai</i>	のりではってください。
Please stickytape it.	<i>Seroteepu de hatte kudasai.</i>	セロテープ (せろてえぷ) ではってください。
Please write / draw.	<i>Kaite kudasai.</i>	かいてください。
Please colour in.	<i>Iro o nutte kudasai</i>	いろをぬってください。
Please staple it.	<i>Hotchikisu de tomete kudasai.</i>	ホッチキス (ほっちきす) でとめてください。
Please make _____.	<i>o tsukutte kudasai.</i>	_____をつくってください。
Please turn it over.	<i>Hikkurigaeshite kudasai.</i>	ひっくりがえしてください。
	<i>Karuta</i>	かるた
New Year	<i>Oshoogatsu</i>	おしよがつ
demon mask	<i>Oni no omen</i>	おにのおめん

bean throwing ceremony	<i>Setsubun</i>	せつぶん
hina dolls	<i>ohinasama</i>	おひなさま
cherry blossoms	<i>sakura</i>	さくら
carp streamers	<i>koinobori</i>	こいのぼり
good weather charm	<i>teruteru boozu</i>	てるてるぼうず
rainy season	<i>tsuyu</i>	つゆ
star festival decorations	<i>tanabata kazari</i>	たなばたかざり
paper crane	<i>orizuru</i>	おりづる
balls for <i>tamairé</i> game	<i>tamairé no tama</i>	たまいれのたま
toys	<i>omocha</i>	おもちゃ
	<i>bunbun goma</i>	ぶんぶんごま
	<i>rokkaku gaeshi</i>	ろっかくがえし
paper helicopter	<i>kami tonbo</i>	かみとんぼ
	<i>kendama</i>	けんだま
bag	<i>fukuro</i>	ふくろ
box	<i>hako</i>	はこ

Please come.	<i>Kite kudasai.</i>	きてください。
Please go.	<i>Itte kudasai.</i>	いってください。
Please stand up.	<i>Tatte kudasai.</i>	たってください。
Please sit down.	<i>Suwatte kudasai.</i>	すわってください。
Please run.	<i>Hashitte kudasai.</i>	はしってください。
Please walk.	<i>Aruite kudasai.</i>	あるいてください。
Please stop (moving ).	<i>Tomatte kudasai.</i>	とまってください。
Please chase.	<i>Oikakete kudasai.</i>	おいかけてください。
Please escape / run away.	<i>Nigete kudasai.</i>	にげてください。
Please form ____ lines.	____ <i>retsu ni narande kudasai.</i>	____ れつにならんでください。
Bow.	<i>Rei.</i>	れい。
Please be quiet	<i>Shizuka ni shite kudasai.</i>	しずかにしてください。
Please listen.	<i>Kiite kudasai.</i>	きいてください。
Please watch / look.	<i>Mite kudasai.</i>	みてください。
Please do Janken.	<i>Janken o shite kudasai.</i>	じゃんけんをしてください。
The winner / winners.	<i>Katta hito.</i>	かったひと。
The loser / losers.	<i>Maketa hito.</i>	まけたひと。

tag	<i>Onigokko</i>	おにごっこ
tagger	<i>oni</i>	おに
scissors, rock, paper	<i>Janken</i>	じゃんけん

	<i>Kage fumi oni</i>	かけふみおに
I stepped on.	<i>Funda.</i>	ふんだ。
	<i>suwari oni</i>	すわりおに
	<i>irotsuki oni</i>	いろつきおに
	<i>mukade oni</i>	むかでおに
father	<i>otoosan</i>	おとうさん
mother	<i>okaasan</i>	おかあさん
children	<i>kodomo</i>	こども
	<i>tekiri oni</i>	てきりおに
I cut.	<i>Kitta.</i>	きった。
	<i>koori oni</i>	こおりおに
	<i>te tsunagi oni</i>	てつなぎおに
	<i>hankachi otoshi</i>	ハンカチ (はんかち) おとし
	<i>Darumasan ga koronda</i>	だるまさんがころんだ
Stop.	<i>Tomare.</i>	とまれ。
sumo	<i>Sumoo</i>	すもう
	<i>kusa zumoo</i>	くさずもう
	<i>yubi zumoo</i>	ゆびずもう
	<i>ude zumoo</i>	うでずもう
	<i>kenken zumoo / kata ashi zumoo</i>	けんけんずもう / かたあしずもう
	<i>shiri zumoo</i>	しりずもう
sumo circle	<i>dohyoo</i>	どひょう
east	<i>higashi</i>	ひがし
west	<i>nishi</i>	にし
sumo referee	<i>gyooji</i>	ぎょうじ
	<i>hakkeyoi</i>	はっけよい
	<i>shikirisen</i>	しきりせん
	<i>nokotta</i>	のこった

prohibited actions	<i>kinjite</i>	きんじて
_____ is the winner.	<i>no kachi.</i>	_____ のかち。

## 2. How to introduce family vocabulary

family	<i>kazoku</i>	かぞく
father	<i>otoosan</i>	おとうさん
mother	<i>okaasan</i>	おかあさん

grand father	<i>ojiisan</i>	おじいさん
grand mother	<i>obaasan</i>	おばあさん
elder brother	<i>oniisan</i>	おにいさん
elder sister	<i>oneesan</i>	おねえさん
younger brother	<i>otooto</i>	おとうと
younger sister	<i>imooto</i>	いもうと
baby	<i>aka chan</i>	あかちゃん
me - for boys	<i>boku</i>	ぼく
me - for girls or adults	<i>watashi</i>	わたし
uncle	<i>ojisan</i>	おじさん
aunt	<i>obasan</i>	おばさん
cousin	<i>itoko</i>	いとこ
one person	<i>hitori</i>	ひとり
two people	<i>futari</i>	ふたり
three people	<i>sannin</i>	さんにん
four people	<i>yonin</i>	よにん
five people	<i>gonin</i>	ごにん
six people	<i>rokunin</i>	ろくにん
seven people	<i>shichinin</i>	しちにん
eight people	<i>hachinin</i>	はちにん
nine people	<i>kyuunin</i>	きゅうにん
ten people	<i>juunin</i>	じゅうにん
(own) father	<i>chichi</i>	ちち
(own) mother	<i>haha</i>	はは
Do you have a <u>father</u> ?	<i>Otoosan wa imasu ka.</i>	おとうさんはいますか。
Yes, I do.	<i>Hai, imasu.</i>	はい、います。
No, I don't.	<i>Iie, imasen.</i>	いいえ、いません。

### 3. House and household objects

house	<i>ie</i>	いえ
_____'s house	<i>no ie</i>	_____ <u>      </u> のいえ
roof	<i>yane</i>	やね
chimney	<i>entotsu</i>	えんとつ
wall	<i>kabe</i>	かべ
garden	<i>niwa</i>	にわ
entrance	<i>genkan</i>	げんかん
garage	<i>shako</i>	しゃこ
gate	<i>mon</i>	もん

door	<i>doa</i>	ドア (どあ)
window	<i>mado</i>	まど
chair	<i>isu</i>	いす
desk	<i>tsukue</i>	つくえ
table	<i>teeburu</i>	テーブル (てえぶる)
television	<i>terebi</i>	テレビ (てれび)
computer	<i>konpyuutaa</i>	コンピューター (こんぴゅうたあ)
video	<i>hideo</i>	ビデオ (びでお)
phone	<i>denwa</i>	でんわ
fireplace	<i>danro</i>	だんろ
curtain	<i>kaaten</i>	カーテン (かあてん)
radio cassette player	<i>rajikase</i>	ラジカセ (らじかせ)
pot plant	<i>ueki</i>	うえき
vase	<i>kabin</i>	かびん
picture	<i>e</i>	え
photograph	<i>shashin</i>	しゃしん
vacuum	<i>soojiki</i>	そうじき
clock	<i>tokei</i>	とけい
fridge	<i>reizooko</i>	れいぞうこ
microwave	<i>denshi renji</i>	でんしレンジ (れんじ)
light	<i>denki</i>	でんき
lightstand	<i>denkisutando</i>	でんきスタンド (すたんど)
bed	<i>beddo</i>	ベッド (べっど)
couch	<i>sofaa</i>	ソファー (そふああ)
cushion	<i>kusshon</i>	クッション (くっしょん)
cushon for sitting on	<i>zabuton</i>	ざぶとん
cupboard	<i>todana</i>	とだな
book shelf	<i>hondana</i>	ほんだな
chest of drawers	<i>tansu</i>	たんす
yoofukudansu	<i>wardrobe</i>	ようふくだんす
This is a house.	<i>Kore wa ie desu.</i>	これはいえです。
This is a _____.	<i>Kore wa _____ desu.</i>	これは _____ です。
What is this?	<i>Kore wa nan desu ka.</i>	これはなんですか。
(name), please stand up.	<i>(name) san, tatte kudasai.</i>	_____ さん、たってください。
please come	<i>kite kudasai</i>	きてください
please pick up	<i>totte kudasai</i>	とってください
here you are	<i>doozo</i>	どうぞ
thank you	<i>arigatoo</i>	ありがとう
This is an <u>origami house</u> .	<i>Kore wa origami no ie desu.</i>	これは <u>おりがみのいえ</u> です。

## 4. Rooms of a house

room	<i>heya</i>	へや
_____ 's room	<i>no heya</i>	_____ のへや
entrance	<i>genkan</i>	げんかん
kitchen	<i>daidokoro</i>	だいどころ
lounge	<i>ima</i>	いま
bathroom	<i>ofuro(ba)</i>	おふろ(ば)
washroom	<i>senmenjo</i>	せんめんじょ
toilet	<i>toire/otearai</i>	トイレ (といれ) /おてあらい
What is this room?	<i>Kono heya wa nan desu ka.</i>	このへやは 何ですか。
What room is this?	<i>Kore wa nan no heya desu ka.</i>	これは なんのへやですか。
It is _____.	<i>desu.</i>	_____ です。
Where is _____.	<i>wa doko desu ka.</i>	_____ はどこですか。
It is in/at _____.	<i>desu.</i>	_____ です。
Is this _____ ?	<i>Kore wa _____ desu ka.</i>	これは _____ ですか。
Yes it is.	<i>Hai, soo desu.</i>	はい、そうです。
No. It is _____.	<i>Iie. _____ desu.</i>	いいえ。_____ です。
Which room?	<i>Dono heya?</i>	どのへや?
Where is it?	<i>Doko desu ka.</i>	どこですか。

## 5. Months, Weeks, Dates, Days, Seasons

January	<i>ichigatsu</i>	いちがつ
February	<i>nigatsu</i>	にがつ
March	<i>sangatsu</i>	さんがつ
April	<i>shigatsu</i>	しがつ
May	<i>gogatsu</i>	ごがつ
June	<i>rokugatsu</i>	ろくがつ
July	<i>shichigatsu</i>	しちがつ
August	<i>hachigatsu</i>	はちがつ
September	<i>kugatsu</i>	くがつ
October	<i>juugatsu</i>	じゅうがつ
November	<i>juuichigatsu</i>	じゅういちがつ
December	<i>juunigatsu</i>	じゅうにがつ

last week	<i>senshuu</i>	せんしゅう
this week	<i>konshuu</i>	こんしゅう
next week	<i>raishuu</i>	らいしゅう

1st	<i>tsuitachi</i>	ついたち
2nd	<i>futsuka</i>	ふつか
3rd	<i>mikka</i>	みっか
4th	<i>yokka</i>	よっか
5th	<i>itsuka</i>	いつか
6th	<i>muika</i>	むいか
7th	<i>nanoka</i>	なのか
8th	<i>yooka</i>	ようか
9th	<i>kokonoka</i>	こののか
10th	<i>tooka</i>	とうか
11th	<i>juuichinichi</i>	じゅういちにち
12th	<i>juuninichi</i>	じゅうににち
13th	<i>juusannichi</i>	じゅうさんにち
14th	<i>juuyokka</i>	じゅうよっか
15th	<i>juugonichi</i>	じゅうごにち
16th	<i>juurokunichi</i>	じゅうろくにち
17th	<i>juushichinichi</i>	じゅうしちにち
18th	<i>juuhachinichi</i>	じゅうはちにち
19th	<i>juukunichi</i>	じゅうくにち
20th	<i>hatsuka</i>	はつか
21st	<i>nijuuchinichi</i>	にじゅういちにち
22nd	<i>nijuuninichi</i>	にじゅうににち
23rd	<i>nijuusannichi</i>	にじゅうさんにち
24th	<i>nijuuyokka</i>	にじゅうよっか
25th	<i>nijuugonichi</i>	にじゅうごにち
26th	<i>nijuurokunichi</i>	にじゅうろくにち
27th	<i>nijuushichinichi</i>	にじゅうしちにち
28th	<i>nijuuhachinichi</i>	にじゅうはちにち
29th	<i>nijuukunichi</i>	にじゅうくにち
30th	<i>sanjuunichi</i>	さんじゅうにち
31st	<i>sanjuuchinichi</i>	さんじゅういちにち

Sunday	<i>nichiyoobi</i>	にちようび
Monday	<i>getsuyoobi</i>	げつようび
Tuesday	<i>kayoobi</i>	かようび

Wednesday	<i>suiyoobi</i>	すいようび
Thursday	<i>mokuyoobi</i>	もくようび
Friday	<i>kinyoobi</i>	きんようび
Saturday	<i>doyoobi</i>	どようび
the day before yesterday	<i>ototoi</i>	おととい
yesterday	<i>kinoo</i>	きのう
today	<i>kyoo</i>	きょう
tomorrow	<i>ashita</i>	あした
the day after tomorrow	<i>asatte</i>	あさって

Spring	<i>haru</i>	はる
Summer	<i>natsu</i>	なつ
Autumn	<i>aki</i>	あき
Winter	<i>fuyu</i>	ふゆ
Rainy season in Japan	<i>tsuyu</i>	つゆ

When is _____ ?	<i>wa itsu desu ka.</i>	_____はいつですか。
Which month is _____ ?	<i>wa nan gatsu desu ka.</i>	_____はなんがつですか。
What date is _____ ?	<i>wa nan nichi desu ka.</i>	_____は、なんにちですか。
What day is _____ ?	<i>wa nan yoobi desu ka.</i>	_____はなにようびですか。
When was _____ ?	<i>wa itsu deshita ka.</i>	_____はいつでしたか。
Which month was _____ ?	<i>_____ wa nan gatsu deshita ka.</i>	_____はなんがつでしたか。
What date was _____ ?	<i>_____ wa nan nichi deshita ka.</i>	_____はなんにちでしたか。
What day was _____ ?	<i>_____ wa nan yoobi deshita ka.</i>	_____はなんようびでしたか。
In what month is your birthday?	<i>Tanjoobi wa nan gatsu desu ka.</i>	たんじょうびはなんがつですか。
It's in _____.	<i>_____ gatsu desu.</i>	_____がつです。

caterpillar	<i>aomushi</i>	あおむし
New Year's Day	<i>Oshoogatsu</i>	おしよがつ
kites	<i>tako</i>	たこ
tops	<i>koma</i>	こま
Japanese badminton	<i>hanetsuki</i>	はねつき
The day before the first day of spring	<i>Setsubun</i>	せつぶん
Saint Valentine's day	<i>Barentain Dee</i>	バレンタインデー (ばれんたいんでえ)

duty chocolate	<i>giri choko</i>	ぎりチョコ (ぎりちょこ)
diamond shaped rice cake	<i>hishimochi</i>	ひしもち
white sake	<i>shirozake</i>	しろざけ
Dolls festival	<i>Hinamatsuri</i>	ひなまつり
Greenery Day	<i>Midori no hi</i>	みどりのひ
Children's' Day	<i>Kodomo no hi</i>	こどものひ
	<i>tango no sekku</i>	たんごのせつく
	<i>chimaki</i>	ちまき
	<i>kashiwamochi</i>	かしわもち
	<i>anko</i>	あんこ
	<i>Tanabata</i>	たなばた
	<i>orihime</i>	おりひめ
	<i>ushikai</i>	うしかい
strips of paper	<i>tanzaku</i>	たんざく
Peace days	<i>Heiwa no hi</i>	へいわのひ

## 6. Weather

weather	<i>tenki</i>	てんき
fine	<i>hare</i>	はれ
good weather	<i>ii tenki</i>	いいてんき
rain	<i>ame</i>	あめ
cloudy	<i>kumori</i>	くもり
strong wind	<i>kaze ga tsuyoi</i>	かぜがつよい
storm	<i>arashi</i>	あらし
snow	<i>yuki</i>	ゆき
hot	<i>atsui</i>	あつい
warm	<i>attakai</i>	あったかい
cold	<i>samui</i>	さむい
cool	<i>suzushii</i>	すずしい
What is today's weather?	<i>Kyoo no tenki wa nan desu ka.</i>	きょうのてんきは なんですか。

## 7. Time

o'clock	ji	じ
half past	ji han	じはん
1 min	ippun	いっぷん
2 min	nifun	にふん
3 min	sanpun	さんぷん
4 min	yonpun	よんぷん
5 min	gofun	ごふん
6 min	roppun	ろっぷん
7 min	nanafun	ななふん
8 min	happun	はっぷん
9 min	kyuufun	きゅうふん
10 min	juppun	じゅっぷん
11 min	juuippun	じゅういっぷん
12 min	juunifun	じゅうにふん
13 min	juusanpun	じゅうさんぷん
14 min	juuyonpun	じゅうよんぷん
15 min	juugofun	じゅうごふん
16 min	juuroppun	じゅうろっぷん
17 min	junanafun	じゅうななふん
18 min	juuhappun	じゅうはっぷん
19 min	juukyufun	じゅうきゅうふん
20 min	nijuppun	にじゅっぷん
21 min	nijuippun	にじゅういっぷん
22 min	nijuunifun	にじゅうにふん
23 min	nijuusanpun	にじゅうさんぷん
24 min	nijuuyonpun	にじゅうよんぷん
25 min	nijuugofun	にじゅうごふん
26 min	nijuuroppun	にじゅうろっぷん
27 min	nijuunanafun	にじゅうななふん
28 min	nijuuhappun	にじゅうはっぷん
29 min	nijuukyufun	にじゅうきゅうふん
30 min	sanjuuppun	さんじゅっぷん
31 min	sanjuuippun	さんじゅういっぷん
32 min	sanjuunifun	さんじゅうにふん
33 min	sanjuusanpun	さんじゅうさんぷん
34 min	sanjuuyonpun	さんじゅうよんぷん
35 min	sanjuugofun	さんじゅうごふん
36 min	sanjuuroppun	さんじゅうろっぷん

37 min	<i>sanjuunanafun</i>	さんじゅうななふん
38 min	<i>sanjuuhappun</i>	さんじゅうはっふん
39 min	<i>sanjuukyuuifun</i>	さんじゅうきゅうふん
40 min	<i>yonjuppun</i>	よんじゅうふん
41 min	<i>yonjuuippun</i>	よんじゅういつふん
42 min	<i>yonjuunifun</i>	よんじゅうにふん
43 min	<i>yonjuusanpun</i>	よんじゅうさんふん
44 min	<i>yonjuuyonpun</i>	よんじゅうよんふん
45 min	<i>yonjuugofun</i>	よんじゅうごふん
46 min	<i>yonjuuroppun</i>	よんじゅうろっふん
47 min	<i>yonjuunanafun</i>	よんじゅうななふん
48 min	<i>yonjuuhappun</i>	よんじゅうはっふん
49 min	<i>yonjuukyuuifun</i>	よんじゅうきゅうふん
50 min	<i>gojuppun</i>	ごじゅうふん
51 min	<i>gojuuippun</i>	ごじゅういつふん
52 min	<i>gojuunifun</i>	ごじゅうにふん
53 min	<i>gojuusanpun</i>	ごじゅうさんふん
54 min	<i>gojuuyonpun</i>	ごじゅうよんふん
55 min	<i>gojuugofun</i>	ごじゅうごふん
56 min	<i>gojuuroppun</i>	ごじゅうろっふん
57 min	<i>gojuunanafun</i>	ごじゅうななふん
58 min	<i>gojuuhappun</i>	ごじゅうはっふん
59 min	<i>gojuukyuuifun</i>	ごじゅうきゅうふん
60 min	<i>rokujuppun</i>	ろくじゅうふん

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