

Using this resource

Before using this resource :

- Speech bubbles and certain objects in the PPT slides are animated. Please click on the speech bubble or picture in the slides (indicated below with ) to trigger the animation.
- Both Hiragana and Katakana are given for the names of the animals in the slides. You can easily delete script you do not need.

Title page

Suggested procedure

To introduce the resource, point to the title and read it out loud. Ask students what they think "どうぶつえんにいきましよう" means. Then introduce the word "どうぶつ" while pointing to the picture of the animals and help students guess the meaning of "どうぶつえん".



Scene 1



Situation:

Leaving the house

Language text:

きょうはにちようび
"It's Sunday today."
どうぶつえんにいきましよう
"Let's go to the zoo."
いってらっしゃい
いってきます

Reflection questions: How do you translate 'いってらっしゃい', 'いってきます' ?
What do you say to your parents when you leave home?

Language development: Japanese names

Age

Colours

Weather

Suggested procedure

Introducing the characters

1. Ask students to give the main character a Japanese name, either a boy's or a girl's. Teacher may give students a list of Japanese names such as those listed below. ~くん(for boys) and ~ちゃん(for girls) could be introduced here.

おとこのこ (Boys)

たくや まこと
けんた たつ
けいし ゆうき

おんなのこ (Girls)

みほ なみ
かな ゆうこ
えり あゆみ

2. Indicate the picture of mother and ask "だれ?". The word "おかあさん" could be introduced here.

Clothes and colours

1. Draw attention to the clothing on the character.

Teacher: "これ、なに?" *What is this?*
Teacher: "ズボン!" (then practice saying the word in Japanese)

2. Introduce the five colours. (Click to change the colours of the pants and cap.)

Teacher: (showing pants) "なにいろ?" *What colour is this?*
Teacher: "みどり!" *Green!*
Students: "みどり!"

3. Discuss with students what colour pants the character will be wearing.

Teacher: "たつくんのズボン、なにいろ(がいい)?" *What colour pants is Tatsu going to wear?*
Students: "あか!" *Red!* "くろ!" *Black!*
Teacher:  (clicks on the pants to change the colour)
"たつくんのズボン、あか!" *Tatsu is wearing red pants.*

4. Repeat the same question for the cap.

Greetings

1. Draw students' attention to the speech bubbles. Explain that a different expression is used by the person leaving the house and the one seeing him/her off.
2. Practice "いってきます" and "いってらっしゃい", pointing to the speech bubbles.
3. Students can take turns to role-play the situation in front of the class.

Scene 2



Click on the doors to open them



Situation:

Meeting the animals

Language text:

こあら、かんがるー、えみゆー、
うおんぱつと、ぞう、らいおん、
とら、へび、きりん、わに、さる、
くま
こんにちは

Language development: Greetings

Animal names

Identifying the animals

Suggested procedure

Introducing the names of animals

1. Open the doors to introduce the animals.

Teacher: (knocking on the doors)
”とん、とん、とん。こんにちは。” *Knock knock. Hello!*

Students: ”とん、とん、とん。こんにちは。”

Teacher: (Click on the door and reveal an animal)
”ぞう！” *Elephant!*
”ぞうさん、こんにちは。”

Students: ”ぞうさん、こんにちは。”

2. After all the animals on the pages have been introduced, the class may play a memory game using phrases like ”～さん、どこ？”

Teacher: ”ぞうさん、どこ？”

Students: (pointing at one of the doors)

Teacher: Let's check if ぞうさん is really here...

”とん、とん、とん。ぞうさん、こんにちは。”

Students: ”とん、とん、とん。ぞうさん、こんにちは。”



(Teacher clicks on the door but another animal appears.)

Teacher: ”ぞうさん？(Students: ”いいえ！”) ぞうさんじゃない。

ぞうさん、どこ？ ”

(Teacher and students move on to another door.)

Scene 3



Situation:	Celebrating birthdays
Language text:	Names of animals なんさい? "How old are they?" おたんじょうびおめでとう! "Happy Birthday!"
Language development:	Congratulating Identifying animals Age

Suggested procedure

Telling the age of animals

1. Place the attachment of "おたんじょうびおめでとう" in the middle of the page for reading out.
2. Place cakes next to the animals and ask students how old the animals are.

Teacher: "らいおん、なんさい?" *How old is the lion?*
 "5 さい!"
 "そう、らいおん、5 さい。らいおんさん、おたんじょうび、おめでとう!"
That's right, the lion is 5 years old. Happy birthday, Mr. Lion.

Scene 4



Click on the bubble.



Situation:	Having lunch
Language text:	いただきます/ごちそうさま あー、おなかすいた。 "I'm hungry!" ひるごはん、たべよう。 "Let's have lunch" みんなは なにがすき? "What do you like?"
Language development:	Food likes/dislikes meal time expressions

Reflection questions: How do you translate 'いただきます' and 'ごちそうさま' ?
 Are there similar expressions in other cultures?

Suggested procedure

Pre-task: Food

Show students the food items and say the words. You could explain that おにぎり (rice ball) is a popular picnic food.

Describing likes and dislikes

1. Introduce likes and dislikes by asking students, "りんご、好き?" while showing the apple. Ask the same question for each food item and encourage students to talk about their favourite food.
2. Point at the food on the slides and tell students what the animals like.

Teacher: "らいおんさん、にく すき" *Lion likes meat.*

"らいおんさん、なに すき?" *What do lions like?*

Students: "にく!" *Meat!*

Teacher: "そう、らいおんさん、にくがすき。" *That's right. Lions like meat.*

Greetings

1. Explain that there is a special expression that is said before having a meal which means "I gratefully receive this meal". Practise "いただきます", pointing at the speech bubble.
2. Explain that there is another expression that is said AFTER having a meal, "ごちそうさま", "Thank you for the meal". Place the speech bubble for "ごちそうさま" over "いただきます", and practise the phrase pointing at the speech bubble.

Scene 5



Click on the animals

Situation:

Identifying Australian native animals

Language text:

オーストラリアのどうぶつ

"Australian animals"

オーストラリアに、すんでいますか?

"Do they live in Australia?"

どこに、すんでいますか?

"Where do they live?"



Language development: names of countries
habitats

Attachments:

Animals

Suggested procedure

Identifying Australian native animals

The purpose of this section is to reinforce students' knowledge about Australian native animals. Each of the animals is animated to reveal if it is native to Australia.

(Point at the picture of the kangaroo and ask students)

Teacher: "かんだる一、お一すとりあに すんでいますか?"

Do kangaroos live in Australia

Students: "はい!"



Click on the kangaroo

Teacher: "そう、かんだる一、お一すとりあに すんでいます。"

That's right. Kangaroos live in Australia.

(Then, point at the picture of a non-Australian animal.)

Teacher: "きりん、お一すとりあに すんでいます?"

Do giraffes live in Australia?



Click on the giraffe

Students: "いいえ!"

Teacher: "そう、きりん、お一すとりあに すんではせん。"

That's right. Giraffes do not live in Australia.

(Click on the next animal to continue.)

Scene 6



Situation: Leaving the zoo

Language text: さようなら "Good bye",
バイバイ "Bye"
またね "See you again"

Language development: Greetings

Reflection questions:

What do you say to a Japanese teacher when you go home from school?

Suggested procedure

Saying Goodbye

1. Click on each bubble to reveal the expressions and read them out.
2. Students can play the role of the animals in the picture to practice saying goodbye.

Topics and Vocabulary Index

Slides	Topics and Vocabulary
1	TITLE どうぶつえん- zoo ～にいきましょう - let's go to ～
2,3	CLOTHES ぼうし - hat ズボン - pants COLOURS あか- red あお- blue みどり- green くろ- black しろ- white きいろ- yellow なにいろ? - What colour? WEATHER はれ-sunny くもり-cloudy あめ- rainy GREETINGS いってきます - Bye, I'm going now. いってらっしゃい - See you later.
4	AUSTRALIAN NATIVE ANIMALS オーストラリアにいますか - (animal) lives in Australia. コアラ - koala エミュー - emu カンガルー - kangaroo ウォンバット - wombat ヘビ - snake わに - crocodile NON-AUSTRALIAN ANIMALS ぞう-elephant ライオン- lion きりん- giraffe さる- monkey くま- bear とら-tiger GREETINGS こんにちは - Hello!
5,6,7	ANIMALS as listed above AGE なんさい? - How old? ～さい - ～years old GREETINGS おたんじょうびおめでとう - Happy Birthday!
8	FOOD りんご - apple バナナ - banana おにぎり - rice ball さかな - fish にく - meat LIKES / DISLIKES ～さん、なにがすき? - What do you like? / What does (animal) like? すき - like すきじゃない - dislike EXPRESSIONS いただきます - (said before a meal) ごちそうさま - (said after a meal)
9	ANIMALS as listed above AUSTRALIAN NATIVE ANIMALS オーストラリアにいます - (animal) live in Australia. オーストラリアにいません - (animal) doesn't live in Australia.
10	GREETINGS さようなら - Goodbye バイバイ! - Bye! またね! - See you!

Ideas for Other Activities

A Reinforcing vocabulary, phrases and short sentences

1. This resource includes a set of pictures and names of animals. Please download them and create cards for further activities.

1-1 Match up

- A set of picture and word cards is spread out face up on the desk
- The teacher asks students to match them up by saying
- The winner is the group that matches the cards up quickly and accurately

1-2 Grab

- A set of picture cards is spread out face up on the desk
- The teacher calls out a card, and players try to find the card and grab it
- The winner is the player who gets the most cards.

1-3 Memory

- One set each of picture and word cards is spread out face down on the desk
- Players turn over 2 cards at a time to find pairs
- If the cards do not match, they are turned down again
- The winner is the player who ends up with the most pairs

1-4 Snap

- Four sets of picture cards are shuffled and placed face down on the desk
- Players take a card each from the pile without turning it over
- All players turn over their card simultaneously
- If there are identical cards, players say the word in Japanese
- The player who says the word fastest keeps the cards
- The winner is the player who ends up with the most cards

1-5 Go fish

- A mixture of picture and word cards is dealt out to players
- Players remove their pairs
- Players take turns to ask for the card that they need to make a pair
- If a player has a card he/she is asked for, it must be handed over
- The winner is the player who collects the most pairs

1-6 Grouping game

- 4-5 sets of picture cards are placed face down on the floor
- The teacher plays music and students are told to walk around
- When the music stops, students pick up a card and have to try and find someone with the same animal by asking the other students, eg. 「ぞうですか」
- When all the students with the same card have found each other, they sit down quickly

2. These pictures could be enlarged and made to flashcards. Using these flashcards, you could play;

2-1 What's missing?

- A set of flash cards for new words is displayed
- Students are asked to close their eyes while the teacher takes 1 or 2 cards away
- Students must identify the missing cards
- As a variation, all cards are put into a bag and students try to remember as many cards as possible

2-2 Human board game

- Place flash cards on the floor next to one another
- Students throw the dice and move according to the appropriate card, saying the word
- Alternatively they can make a phrase or sentence with the word

2-3 On the buses

- Students are divided into teams and sit on chairs in rows
- The teacher shows a flashcard
- The first student to say the word correctly gains 1 point for their team, if incorrect s/he loses 1 point
- The students in front then move to the back and all others move up 1 chair

3. The following are activities without cards

3-1 I went to the zoo (a modified version of 'Mother went shopping')

- Begin with a sentence of 'どうぶつえんにいきました。ライオンをみました。'
- Each person around the circle adds to the sentence
eg. I saw a lion. I saw a lion and a koala. 'ライオンとコアラをみました。'

3-2 Knock knock だれですか? (a modified version of 'fruit basket')

- Students sit on chairs in a circle, except for one student who stands in the middle
- The teacher asks all students to close their eyes by saying 'めをとじて。'
- The teacher chooses 3 students to be 'lions' by tapping them on the shoulder
- The teacher asks all students to open their eyes by saying 'めをあけて。'
- The student in the middle goes to a student and asks 'とんとんとん、だれですか?'
- If the student is not a lion, s/he answers with the name of another animal, eg. 'ぞうです'
- If a 'lion' student is asked s/he says 'ライオンです。', and all students have to change seats (they cannot simply move to the next seat)
- The student left without a seat is 'in', and the game starts again.

3-3 Jumbled word game

- 2-4 players come to front of the class
- The kana syllables of an animal's name are written on the board out of order
- The winner is the first player to write the word correctly

3-4 Lotto/Bingo

- Students are given a card containing pictures in a grid
- Teacher/students call out words and students cross out these pictures on the card
- The winner is the first to cross out a whole line or card

4. Survey

- A simple class survey of likes and dislikes can be conducted in class eg. 'favourite food', 'favourite animals'
- The teacher prepares a set of survey sheets on several specific items, as follows:

	
はい	いいえ

	
はい	いいえ

	
はい	いいえ

- Students circulate these sheets from different points in the classroom, asking their neighbour whether they like the item on their sheet or not
「バナナがすきですか?」
- The survey sheets are passed from student to student until everyone has responded to

the survey sheets being circulated, and the sheet returns to the student who started that particular question 'chain'

- The survey sheets are given to the teacher who announces the results

B Extended tasks for advanced students

The teacher asks students what animals fit into the following categories:

「草食動物(そうしょくどうぶつ)」 (herbivorous animals), 「雑食動物(ざっしょくどうぶつ)」 (omnivorous animals), 「肉食動物(にくしょくどうぶつ)」 (carnivorous animals)

Suggestion 1:

- The teacher asks students to draw 6-8 animals on a piece of paper, and the names of the animals are given in Japanese
- Students are asked to colour the animals in the following colours;
Eg. herbivorous in green, omnivorous in yellow, carnivorous in brown

Suggestion 2:

- Students work in groups to complete a chart as below on a large piece of paper in hiragana
- Students may draw pictures under the names

	どうぶつのなまえ	なにをたべますか？
そうしょく どうぶつ		
ざっしょく どうぶつ		
にくしょく どうぶつ		

Animal names and pictures



えみゆう エミュー	へび ヘビ	こあら コアラ	しろくま シロクマ
かんがるー カンガルー	きりん キリン	とら トラ	わに ワニ
さる サル	らいおん ライオン	うおんばつと ウオンバット	ぞう ゾウ



			
			
			