**動物の数－複数形－**

**1.　 Objectives of this lesson (Evaluation criteria)**

Understand the function of singular/plural forms in various languages

1. **（Interest・Motivation・Attitude）**Be receptive to the fact that other languages and cultures can function differently than your own. To be interested in and to understand (or want to understand) the similarities and differences between one's own language/culture and the target language/culture.
2. **（Thinking・Judgement・Expression）**Use and master the procedures of observation and analysis (dividing into several elements, classifying, and relating elements to each other). Be able to use an inductive approach in analyzing linguistic and cultural phenomena.
3. **（Knowledge・Understanding）**Know that you should not confuse country with language. Know that the system that makes up own’s own language is just one possibility among many. Know that the categories used to describe the function of one language (e.g., native language, school language) do not necessarily exist in other languages {plural forms, word gender, articles...}.

**2.　 On the materials**

This is a teaching tool to help students discover the plural rules of language. The child have likely learned plurals in English, for instance, An apple →Two apples, however they may not know that many of the worlds languages discriminate between singular/plural using different markers.

**3.　 Flow of the lesson**

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| Content/Activities | Key points | Materials |
| 1. Warm-up: Plural markers in Japanese
2. Plural markers in multiple languages
 | (Possibly begin with a refresher on English plurals) Ask if the plural form exists in Japanese.1. Have the children make pairs, and hand out the worksheet. Without giving any hints, instruct the children in pairs to fill in the blanks. At this stage, do not tell the children what the languages are. 2. As a whole class, check the answers. At this point, have the students explain how they knew what kind of picture they should draw. Also have the children pronounce the words after the audio materials.3. Have the children guess what the languages on the worksheet are (Turkish, Esperanto, Aymara, French and Indonesian). Look at a map of the world to see where these languages are spoken, and ask the following questions: “Who are the people who speak these languages?” and “what are their characteristics?”（If there is time, you might cut the sheets into individual cards and play a game of ‘memory’）. | WorksheetAudio materialsWorld map powerpoint |
| 3. Reflection | Have the children reflect on the lesson. |  |

**Notes**

１）Japanese plural markers include, for example ‘domo,’ ‘ra,’ ‘gata,’ ‘tachi (私ども、子ども、野郎ども、私ら、子どもら、あんたら、先生方、奥様方、皆様方、私たち、子どもたち、あなたたち、猫たち、etc). However, they are typically only used for *animate* objects, and even then, their use is not compulsory (you might say 2人の子、3人の先生, etc). Other languages such as Chinese and Korean are similar in this respect. However, many languages have compulsory plural markers. English is one, but in this lesson, through examination of languages other than English, the goal is to learn that many languages have plural markers, and that the rules vary.

２）Esperanto is an artificial language developed by Ludwik Zamenhof of Poland, and is currently the most widely recognized artificial language in the world. While the number of speakers is less than 1% of the world’s population, there are speakers throughout the world.

Aymara is a minority language spoken in Peru, Bolivia, and Chile, and is one of the official languages of Bolivia and Peru. In these countries, however, Spanish is the predominant language of education, so there are few Aymara speakers, especially in urban areas.

Due to the influence of French imperialism, French maintains status as an official or semi-official language in many countries around the world, and is used by more than 200 million people worldwide. French-speaking countries include France, Switzerland, Belgium, Monaco, and Luxembourg in Europe, Canada and the U.S. state of Louisiana in North America, North Africa (Morocco, Algeria, Tunisia, Mauritania), Black Africa (Cameroon, Congo, Mali, Niger, Congo, etc.), and Asia and Oceania.

Turkish is the official language of Turkey, Cyprus, and Macedonia. It uses the Latin alphabet (Roman alphabet), but originally borrowed a great many words from Arabic and Persian.