**‘Three Apples Please’ in Multiple Languages**

**１．Unit Name: 「りんご３つください！」を多言語で**

**２．Unit Objectives**

㋐　Observe, compare, and analyze a simple expression in multiple languages that can be used in marketplaces: "Three apples, please!”

㋑　Have the students notice differences between the phonetics of Japanese and foreign languages, as part of the development of the necessary knowledge and skills to learn languages.

㋒　Foster a positive attitude to learning and using foreign languages independently through deepening understanding of the similarities and differences among languages

# **Lesson ①**

**Lesson① Objectives (Evaluation criteria)**

Know that there are many, diverse languages／Listening to an unfamiliar language

（Interest・Motivation・Attitude）Actively attempts to listening to unfamiliar languages.

（Thinking・Judgement・Expression）Attempt to transcribe, in any known script, the sounds of those languages.

（Knowledge・Understanding）Understand that there are many, diverse languages.

**Flow of the Lesson**

１．Ask the children if they can say the names of fruits and vegetables in other languages. Next, ask them if they know any numbers in other languages.

☆Children are likely to already know the names of fruits in English, but they may have knowledge of fruits in other languages. For instance, in Japanese sweet shops, the following are commonly used: fraise (strawberry: French), framboise (raspberry: French), pomme (apple: French), 、Kirsche (cherry: German).

☆Common items on school lunch menus also include Chili con Carne, which includes the Spanish chili (ピーマン or 唐辛子), also チンジャオロース includes the Chinese for ピーマン, 「青椒 (qīngjiāo)」.

☆ Many children may know the French numbers “un, deux , trois” (アン・ドゥ・トロア). In Spanish, these are “uno, dos, tres” (ウノ・ドス・トレス). The card game UNO, which many children will know comes from the Spanish ‘one.’ Many children may also know the Korean (イル・イー・サン), or Chinese (イー・アール・サン). On the other hand, the German (Eins アインツ, Zwei ツヴァイ, Drei ドライ), Vietnamese (một、hai、baモッ、ハイ、バー), Thai (หนึ่ง、สอง 、สามヌン、ソーン、サーム) are less likely to be known to the children.

２．Listen to “Three apples please” in 6 (or more) languages. Write the names of the languages on the blackboard.

３．Ask the children which language they think will be most difficult to transcribe.

☆Some may think the sounds will be difficult, some might be because of the written characters. They may think languages they have not heard before will be the most difficult, or they may have had experience with some languages they think are difficult.

4．Have the children listen to the audio once, and observe their reactions.

5. Hand out the worksheet to the children, and have them transcribe the audio as best they can. They can transcribe however they like (in *romaji*, in *katakana* or *hiragana* etc). They do not need to write in the script of the language.

5. The children may listen to the audio as many times as they request.

6. After the transcription, ask “which was the most difficult?”, “which were surprisingly easy/surprisingly difficult?”, “were all the languages equally difficult?”, “can you explain specifically what was difficult?”

７．Tell the children that in the next lesson, they will be observing the written characters.

Examples of Languages (Can be freely substituted with known languages):

1. French: Trois pommes, s’il vous plaît
2. Korean: 사과 세개 주세요(sagwa segae juseyo)
3. German: Drei Äpfel, bitte
4. Portuguese: Três maçãs, por favor
5. Chinese: 請給我三個蘋果(Qǐng gěi wǒ sān gè píngguǒ)
6. Vietnamese: Xin hãy bán cho tôi ba quả táo
7. Thai: ขอแอปเปิ้ลสามลูก(ค่ะ) (K̄hx xæ ppeîl s̄ām lūk(kh̀a))
8. Japanese: りんごを三つください。
9. Russian: Мне три яблока, пожалуйста (Men tri yabloka, pozhalusta)
10. Spanish: Tres manzanas, por favor

# **Lesson ②**

**Lesson ② Objectives (Evaluation criteria)**

Deepen awareness of how language sounds are written

（Interest・Motivation・Attitude）Thinking about why spoken language and written language do not easily match up.

（Thinking・Judgement・Expression）Attempt to formulate reasons for why spoken and written languages do not necessarily match up.

（Knowledge・Understanding）Know that there are many ways to write spoken sounds, and that Japanese characters also have their own phonetic values.

1. Return to the handout from the previous lesson, and listen to the audio again.
2. Have the children form groups (4~5 students).
3. In groups, have the children compare their transcriptions from the previous lesson. When the timing is right, ask the following two questions and elicit responses from each group:
	1. What did you notice when comparing your writing to others’?
	2. Were the transcriptions the same? Were any parts of the transcriptions the same? Underline where your transcriptions matched others in your group.
4. Have the students think: Why were there discrepancies in the transcription?
5. Lead the children to the following conclusions:
	1. Even when the sounds are identical, there are discrepancies in transcription.
	⇒In other words, there is no *one way* to transcribe language sounds.
	☆In Japanese, the particles は and を are phonetically identical to わ and お – the distinction between them is not phonetic, but rather to distinguish grammatical meaning.

Also, there is not only *one way* in which pronounced sounds can be written. For instance, the Japanese あかるい can be written 明るい、明い、明かるい – which is ‘correct’ is essentially arbitrary, and is not necessarily a problem that needs to be resolved. Of course, in school 明るい is typically taught, although in reality there is a degree of freedom with *okurigana*: For instance, you will often see both 振込み証明 and 振込照明.

* 1. The same character can be used to represent different sounds.

⇒In other words, even in Japanese, there are some characters whose phonetic value has not been determined.
☆The English word “three (3)” is often written as スリー in Japanese, but as the [th] sound doesn’t exist in Japanese, other possibilities exist, such asトゥリー. The same is true of the French 3, trois, which can be written both トロア and トロワ.

* 1. Japanese characters cannot cover all of the sounds from the ‘three apples’ materials.

☆This does not mean, of course, that the Japanese script is inferior to the roman alphabet. What is important in a writing system is how well it meets the structural requirements of the language it is intended to represent.

# **Lesson ③**

1. Have the children make groups (4, 5 students).
2. Distribute the cards.

☆You can save time by using scissors to make a card shape beforehand, or alternatively assign numbers to each card and have the children fill in the numbers.

1. Have the children try to match the written characters with their transcriptions.
2. Have the children listen to the audio one more time, as an additional hint.
3. Choose a presenter from each group to explain their choices.
4. Have the presenter share with the class what clues they used to inform their choices.

☆As the children will probably have some experience with *romaji* through their English learning, they may be able to use the audio to match the languages written in the roman alphabet. For the other languages, reasons such as ‘they are exotic,’ I’ve never seen them before’ etc. might be given for languages they have no experience with.

☆The children might wonder why Vietnam, despite its proximity to Thailand, uses the roman alphabet. This is a result of missionaries’ popularization of this script during the French colonization in the 17th century. Vietnam originally a employed both Chinese characters (漢字) and other characters unique to Vietnam, but these characters fell into disuse during colonization.

1. Show the answers.

☆If time permits, have the children try to copy the characters from the cards in their own hand.

# **Lesson ④**

1. Have the children make groups. Using the cards with the real characters on them, have the children categorize the cards into groups of their own making.☆ Some potential categorizations might include “roman alphabet – non-roman alphabet” or 1) roman alphabet, 2) Chinese characters, 3) other, etc.。
The children might struggle with how to categorize Japanese, Hangul, and Thai. Other potential hurdles are that Japanese *kana*, Hangul and Thai are phonetic scripts, Chinese characters (漢字) are not.

☆The Japanese language is unique in that in combines both ideographic characters (漢字) and phonetic characters (仮名).

1. Have each group present their categorizations, and explain the reasons behind them.
2. Have the children think about the following: “What is the commonality of the languages that use the Roman alphabet? What is the significance of using phonetic characters?

☆Phonetic alphabets are only able to represent phonemes, and are by themselves divorced from the meanings of what they represent.

☆Some children might notice that languages using the roman alphabet are (typically) geographically close (others, such as Vietnam, adopted the script as a result of colonization).

☆All syllables in the Japanese language, with the exception of ん, are either vowels, or consonant+vowel combinations. There are only 102 (or 112, depending on how you count), and thus each has its own unique phonetic character, which suffices to cover the spoken language. In addition, using *dakuten* or *handakuten* (は→ば、ぱ), or by combining characters to make contracted sounds (e.g. きゃ、ぴゃ、など), the phonetic system can be represented by 47 characters.

☆By comparison, the roman alphabet (typically) has only 26 characters, which leads some to believe the roman alphabet is relatively ‘easy.’ A simple comparison of the number of characters is not very meaningful. The number of sounds these characters represent is so large, however, it would be unwieldly to devise a character for each syllable, and thus the roman alphabet represents individual phonemes. This is to some extent required by the structure of languages that use the roman alphabet, whereas the Japanese *kana* are designed to fit the structure Japanese language well.