

(Day 9)

I. yo & ne (10 min.)

- Explain using the examples in the textbook.
- Practice. Text p.79 A

II. SEKIGAE!! (10 min.)

- First, divide the class into 4 groups of 6 people. Place the desks in lines (8 rows and 3 lines). There are 4 sections of 6 desks (2 lines each).
- Each group gets a clue sheet. (ex. “Jenny-san no mae ni steve-san ga imasu” etc.) In the group figure out where everyone is sitting.
- Then give groups another clue sheet to figure out which section each group is sitting. (ex. Group A no tonari ha Group C desu” etc.)

III. Self-introduction to new neighbors (10 min.)

- This is a review from Ch.2. But also, include the confirmation use of “ne” (text p.80 C).

IV. Pair work (10 min.) (see the attached sheet 1 for Day 9)

- A and B want to know locations of different objects (the ones on the bottom of the sheet).
A: Isu
B: “Isu ha --- no ... ni arimasu yo.”

V. Word Bingo (10 min.)

- Students will have vocabulary quiz the following day, so review the vocabulary.
- The teacher hands out bingo sheet (3x3 or 4x4). Students fill the squares with vocabulary words in Japanese. The teacher show picture cards one by one and students mark the object if it’s on their bingo sheet.

HW- study vocabulary.

(Day 10)

I. Vocabulary quiz (10 min.)

II. Listening activity.

1. Pre-listening activity.

A. Vocabulary Review (4 min.)

- “What are the things that you think you can find in a room of a typical high school student?”
- Students answer (Japanese).
- Prepare OHP with words on it with pictures by the words. Hide each word with small pieces of paper. Uncover words that were said. It helps students review that words and the meanings (use of the picture is important so that students won't see English words). You can show just the pictures for the vocabularies that weren't mentioned and have student say the word.

*This allows students to review particular words that they are going to use in the listening activity.

B. Verb Review (4 min.)

- Show a map of a room of a high school student. “Kono heya ha ~san no heya desu. Naniga arimasuka?” Students answer, “~ ga arimasu.”

C. Location nouns & Grammar Review (4 min.)

- The teacher says a name of an object. Students answer, “~ha ... no --- ni arimasu.”

2. Listening activity (10 min.) (see attached sheet 1 for Day 10)

- You pretend like you can see anything in the magic ball.
- Use students' rooms for the activity so that you can involve them more. But you need to modify the pictures. (hide the words they wrote down etc.)

3. Answer check (5 min.)

- Ask about rooms that weren't the answer too.
- Ask different kinds of questions, not only the answer of the listening activity.

III. Preparation for the presentation (10 min.)

HW- Presentation preparation

(Day 11)

Presentation.

- Invite parents, other students, people from the community, other teachers, principal etc.
- Get together with other language people and have them do their presentation on their target culture's houses.
- Greet in Japanese before the presentation.

HW- reflection on the presentation.

- what they learned from this project
- differences between cultures etc.
- reading on aizuchi

(Day 12)

I. Question time (5 min.)

- Ask students questions, questions from which students can review the vocabulary and grammar in this chapter. Or the teacher says names of objects and students tell the location. Ask each student.
<Ex.> “Kyoushitsu ni ~ ga arimasuka?”

II. Review of location nouns (10 min.)

- Pair work. Person A has a picture of a room. B has an outline of a room and cutout furniture.
- Person A describes the room and B puts furniture as A explains.
- Switch the part and do the same.

III. Conversation activity

1. Pre-Conversation Activity (25 min.)

*Instruction is done mostly in English.

- Have students listen to two conversations in English (One with backchannel, the other, without).
- Talk about the difference. The teacher guides the discussion. (Do you notice any differences? Which is more real? Why? Did the listener do anything in each conversation? What did they do? Why? etc.)
- Talk about the importance of backchannel. (what effects does it create in a conversation?)
- Read an article about backchanneling (homework) and talk about it.

*Instruction is done mostly in Japanese.

- Japanese verbal backchanneling including words to avoid silence when thinking. (“*ee*”, “*hai*”, “*aa*”, “*eeto*”, “*nn*”)
- Hand out a script of conversation (see the attached sheet 1 for Day 12) and have students listen to the conversation twice. Then, third time (and forth), tell them to mark places in the conversation where backchannel is occurring and underline “thinking words”.
- (The teacher can do it line by line, doesn’t have to do with the whole script.)
- Answer check. Listen to the conversation sentence by sentence.
- Explain “douzo agatte kudasai/ oiyamasimasu”.

2. Practice

- The teacher asks questions (easy questions like asking names, age). The teacher demonstrate the backchanneling in those question answer conversations with students.
- Have students ask questions to each other with the listener's backchanneling.

3. Conversation Activity (10 min.) (see the attached sheet 1 for Day 12)

- Pair work. One is the person from moving company, the other the person who is moving in. Use pictures and organize the room.
- Use picture furniture pieces.

HW- worksheet

(Day 13)

I. Writing activity

1. Pre-Writing Activity (Vocabulary Review (which involves writing)) (20 min.)

- Put a big paper at each wall in the room. Wall 1 and 3 says, “things that are in the living room”, wall 2 and 4 says, “things that are in the bedroom”.
- Divide the students into 4 groups.
- Give each group a different color of marker.
- Each group starts from a different wall. One person in the group writes one object that is in the living room/bed room, and passes the marker to the next person. In a minute (or 45 sec.), the group tries to write as many words as possible. The letters have to be readable, otherwise they won't get points.
- After a minute, they move to the next wall with the same marker. Then now in 45 sec. (or 30 sec.), the group writes words that are not written on the paper.
- Then the group moves again. This time they try to match the pictures with the words. The teacher gives each group picture cards that are drawn on the same color of papers as their marker. A person (one by one) takes a picture and puts it next to the right word. (they don't have to pick one card and stick to that card. They can see as many cards as they want until they see the ones they know they can match with words.)
- Repeat the same thing at the last wall.
- Answer check. Bring all the papers in front and go through them all. Groups get points for each correct word they wrote and the picture.

2. Writing Process Teaching (15 min.)

A. Sorting vocabulary.

- Give each students a vocab. card. Students come up front and put the card on the blackboard (divide the board in half for “big object” section and “small object” section).
- “In general, when you explain your room, do you start describing ‘*ookii mono*’ or ‘*chiisai mono*’?” (“*ookii mono*”, to get a overview picture of the room first).

B. Order of the sentences.

- In the groups of 3 (one 2 people group), think about the best order of the sentences given considering the flow.

- (1) heya no migigawa ni betto ga arimasu.
- (2) shyashin no yoko ni tokei ga arimasu.
- (3) heyani mado mo arimasu.
- (4) koreha watashi no heya desu.
- (5) betto no yoko ni tsukue ga arimasu.
- (6) mado no shita ni hondana ga arimasu.
- (7) hondana no naka ni hon ga arimasu.
- (8) tsukue no ue ni shyashin ga arimasu. (Type in Japanese to use in class)

- Answer check using OHP. Ask a group for their answer. Discuss. (have students use both English and Japanese. They can say, “*2 ha 1 no mae ni arimasu*” etc.)
- The teacher guides the discussion and eventually tells students the general rule of the writing.
 - General impression of the room
 - Big objects
 - Small objects
 - Introduction of the object comes before the explanation of the object etc

C. Review the punctuational points that they covered (supposedly) in the previous chapter.

- Use OHP (Which one is right?). Students answer in Japanese (*migi, hidari, ue, shita* etc). (They know that *migi* is *migi* from their point by this time since they reviewed so many times, supposedly.)

3. Writing Activity

A. Planning (5 min.)

- Students divide a sheet of paper into three parts.
- On the upper 1/3, write the name of the objects that they have in their room and adjective words that describes the room and the objects in the room. (this is a random writing. Write as many words they can think of. No order)
- On their final writing assignment, they will be writing 8-10 sentences. So now, tell them that and on the next 1/3 of the sheet, have them write words that they are going to use in their final writing (what do they like to include?). (no order, as they come up).
- Finally on the bottom 1/3, have them write the words they selected in the order they want to write.

B. Peer checking (5 min.)

- Exchange the planning sheet with someone, (pair work) then evaluate one another. Talk about why they decided the order they wrote on the sheet (English is ok). Does the flow sound okay?

C. Writing! (5 min.)

- Give students a couple of papers. The paper size is just right to put on the bottom of the picture of the room they draw at the beginning of the ch.
- Students can work on writing the remaining time in the class, but the rest is homework.

HW- finish writing