

(Day 4)

I. Review Activities

1. Pointing Game (5 min.)

- The teacher shows vocabulary on OHP (make it larger) or on the board. Divide the class into half. One student from each team comes up. The teacher shows a picture card and they try to find it and point at it with the pointing finger stick. The faster gets a point.

2. Vocabulary review game (15 min.)

- Divide the black board into two and put up picture cards in each half. One person from each group comes up. The teacher says three vocabulary items. The students at the board try to find the right picture cards and put them in order of what the teacher said.
- After doing that several times, have students lead the game. One person from each group comes to the board and also, one other person comes up to the OHP (if the OHP blocks the board, use different idea). The teacher shows three pictures on OHP for each group (different ones). The students in front of the OHP say the three words in Japanese. Then those in front of the board put the pictures accordingly.
- After doing that several times, then show 2~3 objects not from the left to the right but one on top of the other, one on the side etc. Now students have explain the location and how the picture on OHP looks like to the other students.

3. Color flag (5 min.)

- Hand out color cards. The teacher says a color and the students have to show the right color card. After several times, have students say colors too.
- This can be done as a game too. Prepare 4 tables. Divide students into groups. 4 students come to each table and when teacher says a color, pick up the right color and hold it up. The faster wins.

4. Buildings and totemo/amari (10 min.)

- Prepare cardboard (or use the blackboard). Put pictures of buildings. Each building has an adjective written in English. Have a student pick one building (the student say it in Japanese. Ex. ookii Ginkou). The teacher take the Ginkou card off of the board. Then there appears the smile/sad face. So now the student has to make a sentence by using the word. “sore ha totemo ookii Ginkou desu” etc.

II. Culture (5 min.)

- Show a picture card of police box. Ask, “kore ha nan desuka?”
- Tell students about Japanese police box. (text p.104)
- Talk about other buildings in Japan. (show picture cards and have students say the name first.)

III. Cultural presentation explanation (10 min.)

- In this chapter, students will explore their choice of Japanese towns and cities on Web or other sources . Chose several major cities and have students research on the city in groups.
 - Sapporo
 - Sendai
 - Tokyo
 - Nagoya
 - Oosaka
 - Kyoto
 - Hiroshima
 - Fukuoka
 - Naha etc.
 - What is unique about the city?
 - What is famous?
 - Climate?
 - Location?
 - Food?
 - Population?
 - Historical significance? etc.
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- Students will have oral presentation and they are also required to make a written information poster (like they did in Ch.3).

HW- readings on selected Japanese cities.

(Day 5)

I. Review of vocabulary (15 min.)

- Go over the vocabulary by using picture cards.
- Get together with the presentation group (3 students in each group). The teacher give each group a map of the city that the group is doing research on. (control the area of the city and make sure that the area includes as many buildings that students had studied as possible.) Give them vocabulary lists of the buildings that they haven't studied. Each group also gets a blank paper.
- Students look at the map of the city (English version from travel web) and draw a map on the blank paper with pictures so that they can see it better. (The teacher really needs to control how they draw the map. Show them an example. Or give them an outlined paper instead of a blank paper and have them fill the buildings in them. Also, decide where the front, back etc. are.)
- After finishing the visual map, students ask questions within the group. Decide the role before asking (A, B, C. Rotate).
(ex.)
Student A: (pick a building) "Byouin ga arimasuka?"
Student B: Hai, arimasu/Iie, arimasen. (in case of Hai, "dokoni Byouin ga arimasuka?"
Student C: "Eki no mae ni Byouin ga arimasu."
- After asking questions within the group, do the similar practice with the class. The teacher shows the map a group made. The group introduce what city it is. Students who aren't in the group ask questions and those who are in the group answer them.

II. Adjective + Pronoun "no"

1. Introduction (12 min.)

- To remind students that a noun should follow immediately after an adjective for it to be a subject of the sentence, show some sentences on OHP and have them find errors. Discuss with a partner.

(ex.)

[1] sono shiroi tatemono ha Byouin desu.

[2] ano ookii inu ha Yamada-san no inu desu.

[3] kono sutekina sensei ha Yoko sensei desu.

*[4] ano chairoi ha Ginkou desu.

[5] sono akai tatemono ha Kissatan desu.

- Have students answer which sentence is wrong and why. Correct the sentence 4 by adding "tatemono".

- Next, show students several sentences that repeat a same noun.

(ex.)

You are showing a picture of your town to a friend and explaining about it. (Show the picture.)

Kono shiroi tatemono ha Byouin desu.

Kono chairoi tatemono ha Ginkou desu.

Midorino tatemono ha Kissaten desu.

Aoi tatemono ha Taiikukan desu.

Kuroi tatemono ha honya desu.

- “These are all grammatically correct. But do you notice something redundant in this passage?” The answer the teacher is trying get is the repetition of “tatemono”. So guide students into the answer. If they don’t get it, say a few sentences that characterize repetition.
- Repetition of same word is not natural. So...let’s use pronouns! (write down “pronoun - no” on the board).
- Cover the part “tatemono” from the second or third time, with the pronoun “no”. Repeat the sentences.

2. Practice (8 min.)

- Student A gets pictures of different places in school with different characteristics (size, color, appearance etc.). Student B also gets different pictures of rooms in school that is different than A’s.
- Students decide an adjective for each building and write them down.
- Explain the pictures to each other by using pronoun “no”.

(ex.)

“kono ookii heya ha shokudou desu.

kono akai doa no ha conputaa ruumu desu.....”

III. Noun + Pronoun “no”

1. Introduction (5 min.)

- Briefly remind students of the fact that repetition of a same word is somewhat redundant (the teacher can ask students, or just tell them, or show some sentences that have repetition problem again: use “noun + no” pattern).
- Show a sentence, “kono inu ha yamada-san no inu desu”. Underline inu. Take out the second “inu”. “Kono inu ha Yomada-san no desu.”
- Show similar sentences and have students change them.

2. Practice (10 min.)

- p.110 A & p.111 B

HW- worksheet

(Day 6)

I. Review

1. Find errors (10 min.)
 - Give students A and B different map of the school and have them find errors. Ask, “~ no --- ni Ga arimasuka?”
 - Go over with the class.
2. Adj./Noun + “no” (10 min.)
 - OHP 1. Show a table that shows objects and its owners. Have students make sentences by using “no”. (ex.) Object- hon, Owner-Tanaka-san, “sono hon ha Tanaka-san no desu.”
 - OHP2. Show pictures of different buildings in different colors. Have students say, “aoi no ha Yamada-san no uchi desu” etc.

II. Question form “dareno~?”

1. Introduction (12 min.)
 - Write a sentence on the board. Ex. Kono kaban ha Yamada-san no desu. Cover the owner, Yamada-san, with question mark card. Put “dare” instead and add “ka” at the end. “Kono kaban ha dare no desuka?” Write down the answer, “Yamada-san no desu.”
 - Do the same with some other examples. “Kono ~ ha dareno desuka?” form and “Kore ha dareno ~ desuka?” form.
 - Show students (OHP) pictures of objects with the owners’ names. Point at pictures and ask, “kono ~ ha dareno desuka?”, “(adj.)~ ha dareno ~ desuka?” etc.
2. Practice (15 min.) (see the attached sheet for Day 6)
 - Divide the students into 4 groups of 6 people. Person 1~ 6 gets different information card about different people’s possessions (sheet 1-there are information about items and the persons who own them).
 - Each student also gets another sheet (sheet 2- item picture sheet) that shows some items without the owner’s names.
 - First, have students write down specific adjectives for each items on the item picture sheet (the characteristics for the objects are pretty obvious. But have students practice writing).
 - Everyone stands up. Ask others in the group who the owner of each item on the item picture sheet is. If a student is asked, (s)he looks at his/her information card or the item picture card and if it’s on there, say “~ san no desu”. If (s)he doesn’t know the answer, say “wakarimasen”.
 - After a while, everyone sits down in the group. The teacher hands out a sheet 3 to each group, which shows all the names of people and blank space to write down the items that belong to the person.

- Each student will be responsible for one person on the sheet. The group try to find out what items belong to whom. Ex. Start from Tanaka-san. The person who is responsible for Tanaka-san gets the sheet 3. Whoever has items that belong to Tanaka-san share their information, “(adj.) ~ ha Tanakasan no desu.” The person in charge of Tanaka-san write them down on sheet 3.
- After identifying all the items of all the people, students will see that the items for each person have a theme (ex. Tanaka-san’s items are things that you can find in restaurants). So now try to figure out where each person works at by looking at all the items. Write it down.
- Answer check with the class.

HW- worksheet

(Day 7)

I. Review “dareno ~ ?” (15 min.)

- Let’s collect three items that belong to you!
- Divide the class into 3 groups of 8. Each student gets 3 object cards with the information about their owners. The goal is to gather 3 cards that belong to you.
- Go to others (in the group), point at one of his/her card and ask, “sore ha dareno ~ deska?” If it’s yours, take the card and give one card from your hand (people always have 3 cards at hand).
- The fastest person who collects all three of his/her cards wins. Answer check.
- Students go back to the seats with three cards. Have them make 3 sentences using each word. Decide the criteria. For example, 1 sentence that contains an adjective, 1 question sentence with the answer, and 1 negative sentence that contains a color word etc.
- Collect the writing (they can be cut into strips and used for sentence-picture matching activity later.)

II. Research in library or computer lab (35 min.)

- Research on the cultural topics.

HW- work on the research project (select information, more reading etc).