

(Day 12)

I. Listening Activity

1. Pre-listening activity 1 (5 min.)

- Show a map of a town. Ask students the locations of several different buildings.
- Show another map. The teacher says a sentence that indicates the location of a building. Students look at the map and identify if the sentence said is correct or incorrect. If incorrect, have them say the right sentence.

2. Pre-listening activity 2 (10 min.)

- Pair work. Hand out a map sheet and picture cards. Make sure that they have all the picture cards by asking, “~ ga arimasuka?”
- Student A puts picture cards on the map and make a town. Have the partners sit back to back. Then A explains the town to B; “(ex) eki no mae ni ginkou ga arimasu”. B puts picture cards on the map according to A’s explanation.
- After completing the map, B confirms A all the locations: “(ex) ginkou ha eki no mae ni arimasuka?” Switch the roles.

(This exercise can be done in a simple way of just asking and answering the location. Ex. B: “Ginkou ha doko ni arimasuka?” A: “Eki no mae desu”).

3. Listening activity (20 min.)

- First explain the context. Then, show on the OHP some elements that are in the dialogue (telling the impression of the city, greeting, asking about buildings in the city etc) and have students guess the order of the elements. Have students listen to the dialogue (attached Listening Activity Dialogue) and see how the dialogue is organized (what order the elements followed).
- Listen to the dialogue again and this time, have students write down all the buildings (and places like kouen) that are in the dialogue. Share.
- Hand out the sheet on which shows 4 different cities. Give students a time to look at it for a while (students can see where the buildings that they wrote down locate in each city).
- Listen to the dialogue for the third time. Figure out which city Alice and Michiko are at (The teacher may repeat the tape twice).

II. sugoroku

- Instead of using a dice, repare number cards written in Japanese.
- Each square on the game-board has a color. Students have to say the name of the color on the spot before taking the question sheet that are also colored “(ex) akai kaado wo kudasai”.
- The questions on the cards should be designed to review the materials of the chapter.

HW- worksheet

(Day 13)

I. Writing Activity ~ write about the city of your research ~

1. Pre-writing activity 1 (5 min.)

- Divide the class into 4 teams. Divide also the blackboard into 4 sections. Give students 45~60 seconds and have them write down the names of places found in a city. Each team writes the words in Japanese on their section of the board. Students in the team take turns writing words.
- Answer check. Have students check the spellings, punctuation etc. Give points to teams.

2. Pre-writing activity 2 (10 min.)

- Show a map of a city and two explanations of that city, sentences in one are logically in order, and those in the other are not. Have students read them and in pairs discuss the sentences.

(ex) A: Sapporo ni ookiii eki ga arimasu.
Sono eki no mae ni depaato ga arimasu.
Depaato no tonari ni honya ga arimasu.
Kouban wa sono honya no mae ni arimasu.
Sapporo ni oodouri kouen mo arimasu.
Oodouri kouen wa totemo kirei desu.

B: Sapporo ni ookiii eki ga arimasu.
Depaato no tonari ni honya ga arimasu.
Kouban wa sono honya no mae ni arimasu.
Oodouri kouen wa totemo kirei desu.
Eki no mae ni depaato ga arimasu.
Sapporo ni oodouri kouen mo arimasu.

(write in Japanese to use in class)

- Discuss the paragraphs with the class. Talk about the flow of each paragraph.

3. Pre-writing activity 3 (5 min.)

- Punctuation check. Ask students what they have to be careful about in writing in Japanese (circles & dots, size of the letters, katakana, etc).
- Show good and bad examples of each point (ex. One shows a sentence without a circle at the end, the other shows one with a circle). Go over the things that students should be aware of in writing.

4. Outline 1 (5 min.)

- The teacher hands out maps of cities of students' presentation, and a blank sheet. Students look at the map and write down all the names of buildings

and places in the map on the top 1/3 of the blank paper. Try to write buildings that are in the same section of the city close together on the paper.

- Peer check (spelling etc).
- Select and circle the buildings that they want to write about in their writing.
- * Be cautious about the central locations where the students will center themselves. Clarify where they are supposed to be standing, or which direction they should consider “front”, “back” etc.

5. Outline 2 (15 min.)

- Write the explanation of the city on the bottom 2/3 of the sheet. Include adjectives, introduction of the town etc.
- Peer check with two different people. See the flow of the writing, punctuation, spelling etc.

6. Writing

HW- finish the writing

(Day 14)

I. Writing peer check (10 min.)

- Get the homework out, and have 3 peers check the writing.
- Correcting mistakes is homework.

II. Conversation Activity ~ getting someone's attention ~

1. Pre-conversation activity (10 min.)

- Situation simulations. Take a volunteer to the front. Explain the context. "You are reading a book while waiting for a friend in front of the station."
- Situation 1 – the teacher goes up to the student and ask, "Ginkou ha doko desuka?"
- Situation 2 – the teacher goes up to the student and say, "anoo, sumimasen", then ask "Ginkou ha doko desuka?" after the students raises his/her head.
- Discuss the situations. How each situation might make the person approached fell like?
- Teach: "Anoo..."
 - "Anoo, sumimasen..."
 - "Anoo, chotto..."
 - "Anoo, chotto sumimasen..."

2. Practice 1 (5 min.)

- The teacher goes up to students and ask the location of things, "anoo sumimasen, ~ ha doko ni arimasuka?" (Put up pictures of buildings and places on the wall). The student answer.
- Have students ask to each other.

3. Practice 2 (10 min.)

- Divide students into 4 groups and have each group go to each corner of the classroom. Each group gets picture cards of buildings and objects. Pile them face down and place them in front of the group.
- One person from a group stands a little far from the group. Another person picks up a picture card from a pile and see the picture (put the card back to the bottom of the pile).
- The student who has seen the card goes up to the other student who is standing away from the group. Ask, "anoo, sumimasen... ~ ha doko ni aimasuka?" The other student answers and goes back to his/her group and the student who approached him/her remains there.
- The second person from the group picks up a card, goes up to the away person and ask.
- Repeat the same thing within the group.

4. Practice activity 3 (15 min.)

- Divide the students in two groups. One group of students stand at different locations in the classroom. Each of them receives a map of the classroom in which some of the items are indicated. The maps differ among them.
- The other half gets a map of the classroom without any indication of the locations of the items. This group wants to know the locations of items (the items are shown on the blackboard). So go up to standing people and ask the location of items: “anoo, chotto sumimasen, ~ ha doko desuka?”
- If the person standing knows the location of the item asked, tell him/her. If not, say, “wakaruimasen”. Say “arigatoo (gozaimasu)” in leaving.
- After figuring all the items, check the location.
- Switch roles.

HW

- Complete writing
- Have students come to the teacher before they go home and ask what the homework is. “Anoo, sumimasenn, shukudai wa nanndesuka?” The teacher can either prepare different worksheets for students to practice the weaknesses, or simply answer, “shukudai ha arimasen.”

(Day 15)

I. Reading Activity

1. Pre-reading activity (5 min.)
 - Briefly review the vocabulary
2. Reading (15 min.)
 - See the attached Reading Activity ~ Help making the map! ~ for Day 15.
 - Answer check.

II. Review Activity

- Divide the class into 4 teams. Each team is assigned a color and a table. One person from each team comes to the table. The teacher reads a question (that are made for the students' review sake).
- Place 5*5 grid (just like a big bingo sheet with 25 squares) on the blackboard.
- The person, who correctly answered the question first, gets to pick a square, and the team color is going to be placed in the square.
- The rationale is to get as many squares as possible. If a color(s) is sandwiched by the other same colors (vertically, horizontally, or diagonally), the sandwiched color changes to the color that are sandwiching them.

HW- worksheet

(Day 16)

I. Post-writing Activity (10 min.)

- Divide the class in 3 groups of 8 people (8 different cities for the presentation, so have one from each city in the same group).
- Handout students' writings. The students read the writing and match the right map on the wall.
- Answer check. Check if your writing is located under the right city.

II. Review and study for the test!

- Include question time.

HW- study for the test.

*Day 17 is for the test.