

(Day 8)

I. Review (15 min.)

- Days of the week
- Sentence game. Students sit with groups of 3~5. The teacher says a word (ex. *gakkoo*). Group 1 add a word (ex. *Gakkoo ni ikimasu*) and make the sentence longer, group 2 follows (ex. *Ashita gakkou ni ikimasu*)...
- Show sentences with specific times or duration. Have students put *goro* or *gurai* to the sentences.

II. *Itsumo/taitei/yoku/tokidoki/amari/zenzen* (25 min.)

1. Introduction

- Make a card with faces (big smile with the word *itsumo* and indication of percentage 100 % etc.). Show the cards, repeat the words and place the cards on the board in line.
- Write down a sentence "*shawaa wo abimasu*". Put two picture cards of people, A- *kirei* and B- *kireijya arimasen*. Below the cards, write down "*A-san ha itsumo shawaa wo abimasu*" and "*B-san ha zenzen shawaa wo abimasen*".
- Have students guess the meaning of *itsumo* and *zenzen*.
- Teach *taitei ~ amari* as they come in-between.
- Show some sentences on OHP. Pick *itsumo ~ zenzen* with flush cards and have students say the sentence on the OHP with the word on the card.

2. Practice 1

- p.149 B. First, have students write down three questions. Switch the pair and do the same with other partner.

3. Practice game

- OX quiz. Each student writes one sentence about him/herself with a frequency word. It can be true or lie. Students read the sentence to the class and others guess if it's true or false. If it's false, have the student say the right answer too. (teach the words *maru/batsu*)

- III. Explanation of the Cultural Project ~ High School Life in Japan ~ (10 min.)
- Divide the students into groups of three.
 - For this project, students collect information about Japanese high school life through readings, searching on the web, and contacting Japanese high school students by e-mail. The teacher needs to find a school in Japan which is willing to cooperate with the project by allowing students exchange e-mails.
 - The project has the oral presentation part. Oral presentations are done in groups.

 - Half of the groups will focus on the life in school.
 - Classroom
 - Curriculum
 - Studying style
 - Exams
 - Homework
 - Uniforms/shoes
 - Lunch hour
 - Time in-between the classes
 - Schedule
 - Teachers/advisors

 - The other half will focus on the life after school that is related to the school
 - School festival
 - Sports event
 - Entrance/graduation ceremony
 - Field trips
 - recess
 - Cleaning of the school
 - Extra-curricular activities (clubs)
 - Summer/winter vacations

 - At the end of the project, it will be nice to write thank-you notes to the people who contributed to the information.
 - One of the ways to find schools in Japan is to visit school websites. Simply search under “Japanese schools”.

HW- Write down at least 10 questions you want to know about Japanese schools.

(Day 9)

I. Review (15 min.)

1. Let's learn about your friends!

- Divide students into groups of six. Distribute worksheet (see the attached worksheet for Day 9).
- Fill out the question column in the group (one question per student). Ask people in other groups the questions they wrote down and write down the answers.

(ex.) Student A: *mainichi nanji ni okimasuka?*

Student B: *rokuji ni okimasu.*

2. Let's get to know people in the school!

- The teacher interviews other teachers, custodians, advisers and others in the school and make their daily life sheet.
- Distribute them to students (each student gets a different person's schedule).
- Ask others who's schedule they have and ask questions to get to know the people's schedules.

II. Cultural Project (35 min.)

- Decide which questions to ask with the group from all the questions that students wrote down from homework.
- Research in the computer lab, library etc. Teacher distribute e-mail addresses to groups so that they can contact Japanese high school students.
- Exchanging of the e-mail will be done outside of the class after this day

HW- sort out information

(Day 10)

I. Writing (50 min.)

1. Vocabulary review

- Divides students in groups of 3~4.
- Prepare 6 blank papers on the wall. Each group stands on one wall in front of a paper. Each paper is divided by three sections, each designated as *asa/hiru/yoru*. Students in the group take turn writing words under the three parts in a certain time frame.
- Check the answers. Groups go to different group's paper and check the answers. Groups get points for the right answers.

- Divide students in four teams. One person from each team comes to the front of the class. The teacher says a verb and students in front write it down on the board. The fastest wins and the team get points.

2. Outline

- Hand out a sheet of paper that has three parts, *asa/hiru/yoru* just like the one used for the vocabulary review.
- Students write down times, activities etc. randomly on the sheet.
- Put numbers by the activity (which activity follows what).
- Peer check. Read the partner's outline and check the flow.
- Punctuation reminder with the whole class.
- Start writing the draft.

HW- Finish the draft for the writing assignment

(Day 11)

I. Writing- continued (10 min.)

- Peer check of the draft of writing activity for homework. Read two peer's drafts and make corrections & suggestions.

II. Conversation Activity ~ Talking to "out-group" people politely ~ (30 min.)

1. Discussion

- Talking to strangers in America (language, attitude)
- Explain how it is in Japan (p.155)

2. Review of how to approach people from Ch. 4

- Review the expressions (*chotto sumimasen/ sumimasen/ anoo chotto sumimasen* etc.)
- Have students ask the neighbor what time it is, using that expression (ex. *Chotto sumimasen, ima nnji desuka?*)

3. To thank someone

- Repeat the expression
- Ask time to the person in front of you and thank.

4. To give feedback as a listener

- Repeat and practice the expression
- Ask time to the person behind you with feedback.

5. Practice

- Students write down a question on a paper. Ask the question to others, using all the expressions learned.

III. Cultural Presentation prep time (10 min.)

HW- Writing- last draft finish