

(Day 6)

I. Review (25~30 min.)

1. Gesture

- Work in groups of four. First three groups form a line. Other three groups stand in front of them. Show a card with a phrase (ex. うんどうします、おんがくをききます etc.) to the person in the front of the line. He/she acts out the sentence and others in the same group guess what it is. When they get it, the front person who gestured goes to the back of the line and the next person comes to see the card. Which group answers the most in 2 minutes? (sample phrases are in p.162).

2. Health check time!

- Give students worksheet (see the attached worksheet- health check).
- Form groups of 4~6. Ask people in the group questions related to health. Fill the health check sheet.

(ex.

なんじかんくらいねますか？あさごはんをたべますか？ひるごはんをたべますか？うんどうをしますか？ etc.)

- Nominate the healthiest person in the group. They come in the front of the class. Everyone asks them questions about their health. Decide who is the healthiest person in the class.

II. Adjectives (20 min.)

1. Introduction

- Show new adjectives on OHP without the translation. Check the sounds by repeating them.
- Task sheet (or show it on OHP.)

(ex.)

やさしい

The followings are some of the things that are やさしい

- a. Question. $1+1=?$
- b. Spelling of "pen"
- c. To climb a hill that is 3 feet tall.

Meaning ()

Something that is やさしい for you ()

- Compare the task sheet with the pair.

- Go over the new adjectives with the class.

2. Practice

- Teacher says various situations in sentences (Japanese or English). Students shout out adjectives that describe the situations (or they hold adjective cards).
- Review the negative form of adjectives.

(ex. of situations)

T: にほんごをべんきょうします。

S: むずかしい（です）！

T: ともだちとえいがにいきます。

S: たのしい（です）！

HW- Write down a sentences that describe a situation and a sentence that describes that situation with an adjective. Make sentences for all the new adjectives learned this day.
(ex. にほんごのレポートをかきます。むずかしいです。)

(Day 7)

I. Review (10 min.)

- Show students a scene from Japanese movie/TV/commercial etc.
- Students describe three things that they see in the screen (ex. **おんがくをききます。**).
- Change those three sentences into past tense.

III. Past tense (adjectives and copula verbs) (40 min.)

1. copula verbs

- Show 3~5 noun vocabulary cards and have students say the words in copula verb form. Write them on the board (ex. **がくせい**です・**せんせい**です・**いぬ**です・**がっこう**です).
- Take one adjective. Write a sentence that include that adjective. (ex **わたしはがくせい**です。)
- Add the word **きょねん**, and change the script to past tense.
- Do the same with a few more examples.
- Change all the copula verbs on the board to the affirmative past tense.

- With the same approach, teach negative past tense of adjectives.

- Prepare adjective cards and form cards and make separate piles of them, just like the exercise that was done in the lesson of past tense verbs. Student picks an adjective card and a form card and changes the adjective according to the form card.
- After a while, have students form a sentence with the adjective they picked and the form of the form card.

2. な- adjectives

- Have students say な- adjectives that they have learned. Write them on the board.
- Take one adjective. Write a sentence that include that adjective. (ex **このクラスはしずか**です。)
- Add the word **きのう**, and change the script to past tense.
- Do the same with a few more examples.
- Change all the な- adjectives on the board to the affirmative past tense.

- With the same approach, teach negative past tense of adjectives.

- Prepare adjective cards and form cards and make separate piles of them, just like the exercise that was done in the lesson of past tense verbs. Student picks an adjective card and a form card and changes the adjective according to the form card.
- After a while, have students form a sentence with the adjective they picked and the form of the form card.

3. い- adjectives

- Have students say い-adjectives that they have learned. Write them on the board.
- Take one adjective. Write a sentence to set a situation and a sentence that include that adjective.
(ex. わたしはときどき “Discovery Channel”をみます。おもしろいですよ。)
- Add the word きのう, and change the script to past tense.
(ex. わたしはきのう “Discovery Channel”をみました。おもしろかったですよ。)
- Do the same with a few more examples.
- Change all the い- adjectives on the board to the affirmative past tense.
- With the same approach, teach negative past tense of adjectives.
- Prepare adjective cards and form cards and put them into two separate piles, just like the exercise that was done in the lesson of past tense verbs. Student picks an adjective card and a form card and changes the adjective according to the form card.
- After a while, have students form a sentence with the adjective they picked and the form of the form card.

4. Word cards and form cards exercise. Mix verbs, adjectives and copula verbs.
5. p.176 D (have students write down if it's い- adjective or な-adjecive first).
6. p.176-77 E and F (Ask not about high school life but the life of the previous year)

HW- Journal writing. Describe what you did today. Include adjectives that describe how the activities you did were.

(Day 8)

I. Review (20 min.)

1. Conjugation

- With the word card and form cards. Have students make sentences with the words too rather than just having them change the form.

2. いつ・どこで・だれが・だれと・なにをしたgame!

- Groups of five. Each student writes down different part (Student1 writes いつpart, student2 どこで part ...) to make a sentence. Do it five times so that everybody gets to write all the parts.
- Nominate the best sentence they came up with, and decide the winner!

II. Contrasting は (20 min.)

- Introduction

2. Ask students where they usually eat lunch. Then, ask if he/she eats lunch outside.

T: たいていどこでひるごはんをたべますか？

S: カフェテリアでたべます。

T:

そうですか。がっこうのそとでひるごはんをたべますか？

S: いいえ、たべません。

- Write down the conversation using contrastive は.

__さんはうちでひるごはんをたべます。そとではたべま

せん。

3. Explain contrastive が(p.184-5)

4. Using the sentences in p.185 A, practice more.

2. Practice 1

5. p.186 C (practice only with します・しません sentences).

6. P.186 D (use two towns including their own town).

3. Practice 2

7. Show two pictures that are similar. Students look for differences in two pictures and describe them in sentences with contrasting は.

III. Japanese entertainment (10 min.) ~ Have a background music (Japanese) ~

- Ask students what they do on weekends, what they like to do (〇さんはしゅうまつ、なにをしますか? ...さんも***がすきですか? etc).
- Ask students about entertainment in America (ex. What is it? How is it?)
- Teacher talks about Japanese entertainment “movie” (the popularity, comparison to Hollywood movies, the recognition in the world, directors etc.).

(Day 9 ~ Day 11)

~ Experience a Japanese entertainment ~

Watch a Japanese movie with English subtitle in the class!

- Have students write down three words or sentences that they understood from the movie.
- Have students write down three cultural elements that they noticed in the movie.
- After the movie, have discussion about the movie and Japanese culture that was reflected in the movie.

*Recommended List of the movies

Shall we dance?

Movies made by Hayao Miyazaki etc.

(Day 12)

I. Review (10 min.)

- Jeopardy style (examples of categories- tense, particle, movie, describe a picture etc).

(ex. Questions;

*Tense 100- Add the word きのう to the first sentence and change the rest of the sentences.

わたしはともだちとえいがにいきます。おもしろいです。

*Particle 200- Make the following sentence complete by adding appropriate particles.

ひろしさんはよく、ともだち () てがみ () かきます。

*Describe a picture 300- (showing a picture of a person listening to the music), please describe this picture.

II. Giving a reason, using から (25 min.)

1. Introduction

- Write down “から- particle that indicates reasons” on the board.
- Tell students that this is a different から from ~ から ... まで.
- Show some sentences that include から (‘Sentence A’
から ‘Sentence B’).

(ex. しゅくだいがありますからうちでべんきょうします。

あしたはどようびですからがっこうにいきません。

- Have students think about which of the sentence, A or B, indicate reason and result.
- Give more examples.

2. Practice 1

- p.188 A

3. Practice 2

- Show many sentences that could be a reason/result. Students choose two sentences and connect them with から.

4. Practice 3

- Show a few sentences that indicate reasons, and have students make the result parts.

- Show a few sentences that indicate results, and have students make the reason parts.

III. Exercise (15 min.)

- Give students many contexts and have them think about the answer.
- First, with the whole class. Teacher shows an example situation and students think about the possible answer in the situation.
(ex. situation)
“Your friend asked you out, but you don’t like him very much. How would you answer to his invitation to go to his house for a party?”
(ex. Answer)
“ありがとう、でも、しゅくだいがありますからうちでべんきょうします。”
“パーティーはちょっと... すみません。”
“パーティーは好きですが、あしたテストがあります。” etc.
- Then with the pair, think about the possible answers to a few situations. Compare the answers with the class.
(ex. situations)
“You are not going to go to your friend’s house tonight. Why?”
“Tell your partner about the most recent movie you watched. When did you watch it? How was it?”

HW- Reading (see the attached reading “Hanako’s Letter”)

(Day 13)

I. Review (10 min.)

- Show various sentences and have students connect them with から・が. Students can change the tense or form as they want.

ひまです。
ビデオをみます。
そうじをします。
いそがしいです。
ざっしをよみます。
おかねがあります。
べんきょうします。
かいものに行きます。 etc.

S: ひまですからべんきょうします。

S: おかねはありますががかいものに行きません。

II. Double particle with は and も (40 min.)

1. Introduction

- Review of the topic marker は, and the similarity marker も from Ch.2.
- Show example sentences of double particles and explain (p.183-4). Write down and use many examples.

2. Practice 1

- Using sentences in p.185A, make a sentence that shares a similarity. Underline the word in the sentence that students can change in order to make a similar sentence. Students change the underlined words, use double particle and make sentences.

(ex. バスは10じにきました。 ---バスは11じにもきました。.)

3. Practice 2

- p.185 B
(Underline the words that are going to be the topic of the next sentence before the exercise).

4. Create a dialogue – skit

- Teacher prepares some short dialogues that include double particles. The dialogue doesn't have a situation.
- Students in pair or groups choose one dialogue, create a situation, make it a longer dialogue, and perform it as a skit (in a later day).
- In performing skits, prepare some prizes such as “creative skit prize”, “funny situation prize” etc.

(example of a short dialogue)

A: いつともだちにでんわしますか？

B: ともだちにはしゅうまつによくでんわします。

(example of a long dialogue with a situation)

Situation: meeting a foreign student

A: こんにちは。わたしはAです。

B: はじめまして。Bです。

A: Bさんはどちらからいらっしゃいましたか？

B: --- からきました。Aさんはどうですか？

A: _からきました。Bさんはいつにほんにきましたか？

B: きょねんきました。

A:

そうですか。わたしもきょねんきました。12がつです。

Bさんは--- のともだちにでんわしますか？

B: はい。

A: いつともだちにでんわしますか？

B: ともだちにはしゅうまつによくでんわします。

A: そうですね。

HW- Finish the dialogue and practice skit