

Chapter 7

(Day 1)

I. Introduction of food-related vocabulary

1. Introduction (10 min.)

- Give students a layout of a local grocery store (there can be more than one store, but a student gets one of the maps). All the items are identified with pictures in the map.
- Students write down the names of the items in Japanese on the sheet, looking at the textbook.
- Teacher shows maps on OHP and writes down the items. For the first time, teacher writes answers but for the other ones, students can come to the OHP and write the answers.
- Color the pictures, make the map look nice and have the real stores post them (this part is homework).

2. Practice 1 (10 min.)

- First, go over all the items again with picture cards.
- Students get small word cards and out them on the left side of the desk.
- Students are the “cashier”. Teacher shows items one by one on OHP (move the picture from one side to the other, just like items move on the belt conveyer at the grocery store cashier). Students pick the right word cards as they see the pictures of items on the OHP, and put them in the order on the right side of the desk.
- Go through all the items again and check the answers.
- First time, move the items very slowly on the OHP. Second time, move them faster...

2. Practice 2 (5 min.)

- Show a list of food-related vocabulary on OHP. Also, show a food category chart.

さかな	オレンジ	コーラ
にんじん	ぎゅうにゅう	バナナ
トマト	ジュース	アイスクリーム
りんご	たまご	
にく	レタス	

Produce	Dairy	Seafood	Beverages

- “You are the owner of a small grocery store. The order has come up. Sort each item in an appropriate category”
- First students write down each item in different categories. Then check the answers.

3. Practice 3 (10 min.)

- Give students small word cards of food items.
- Teacher says a word and students show the card.
- Teach students about Japanese market ‘しょうてんがい’ (show pictures).
 - Market by train stations
 - Things they sell (packed meals- おべんとう, cooked food items- おそうざい etc.)
 - Japanese people shop daily basis.
 - Shop on the way back from work (markets are by stations).
 - Communication between customers and shopkeepers.
 - People walk or bike to go to market.
 - Market sells fresh products. etc.
- Give students a sheet with drawings of stores. The stores have indication of what type of store it is (ex. やおや、にくや) but they don't say what items they sell.
- Students put the items (picture cards) under the right shops. Put the sheet on the refrigerator of the house.

4. Practice 4 (10 min.)

- Students receive a list of things they need to make something (ex. Salad). (ex.)

サラダをつくれます。 トマト レタス たまご

- Students also receive three picture cards of items that they don't need (items that are not indicated in the grocery list).
- Students have to find the items they need by asking others. If they give away an item, they have to receive one item the other person doesn't need. Students always hold three cards.

(in the case the student who are asked has the item)

Student 1: _さん、すみません、___がありますか？

Student 2: はい、ありますよ。どうぞ。

Student 1: ありがとう。

(in the case the student doesn't have the item)

S1: _さん、すみません、___がありますか？

S2: いいえ、ありません。

S1: そうですか。じゃあ、また。

HW- worksheet

(Day 2)

I. Review (10 min.)

- Divide the class in three groups. Divide the blackboard in three sections and put word cards of food items in each section.
- One person from each item group comes up to the front. Teacher says a name of a dish and the three people on the board choose and pick three food items that they think are necessary to make the dish. If all three items are understandable ingredients for the dish, the group gets three points.

(ex.) T: フルーツサラダ

S: students might pick りんご、オレンジ、バナナ.

II. すき/きらい (40 min.)

1. Introduction of すき・きらい

- Write down “expressing likes and dislikes” on the board.
- Write down a table,

	すきなたべもの☺	きらいなたべもの☹
_せんせい		
Puppet さん		

- With a puppet.

P: _せんせい、すきなたべものはなんですか？

T: (Take a tomato, have a bite of a tomato with a smile, and say,) わたしのすきなたべものはトマトです。(Write it down in the table under すきなたべもの).

T: Puppet さんのすきなたべものはなんですか？

P: (Take an egg, have a bite of it with a smile, and say,) たまごです。(Write it down in the table under すきなたべもの).

T: じゃあ、きらいなたべものはなんですか？

P: (Take a fish, have a bite of it with a bitter face, and say,) わたしのきらいなたべものはさかなです。(Write it down in the table under きらいなたべもの).

P: せんせいのきらいなたべものはなんですか？

T: (Take lettuce, have a bite of it with a bitter face, and say,)レタスです。(Write it down in the table under きらいなたべもの).

- Teach the adjectives すきな~ (favorite ~) ・ きらいな~(opposite of favorite~). Show the conversations with Puppet on OHP and go over the sentences “すきなたべものは_”, “きらいなたべものは_”.
 - Students fill the same table about themselves. Ask students what their favorite food and food they don't like are. Then student ask a partner what their favorite food and food he/she doesn't like are and fill the information in the table. There need to be two tables (one for themselves and the other for the partner).
 - You can say, “I like ~” too. How do you say that?
 - Teacher has a bite of a tomato with a smile and says “わたしはトマトがすきです。” Write the phrase down on the board.
 - Puppet has a bite of an egg with a smile and says “わたしはたまごがすきです。” Write it down on the board.
 - Teacher has a bite of lettuce with a bitter face and says “わたしはレタスがきらいです。” Write it down on the board.
 - Puppet has a bite of lettuce with a bitter face and says “わたしはさかながきらいです。” Write it down on the board.
 - Write down “~は...がすきです。/きらいです。”
 - Have students make a sentence to express likes and dislikes by using this form.
- Conversation with a puppet (to teach the negative form).

T: Puppetさんはトマトがすきですか。

P: (hold the diagonal cross sign- indicating “no”, and say)
いいえ、すきじゃありません。

P: _せんせいはたまごがすきですか？

T: いいえ、あまりすきじゃありません。

(Write down “ジュース” on the board. Write a quick chart, indicating the teacher and puppet's like and dislike regarding juice to let students know that this is a contrast,)

ジュース

_せんせい ・ Puppet さん

O ↔ X

T: わたしはジュースがすきです。Puppet さんはどうですか？

P: (hold the diagonal cross sign- indicating “no”, and say)

わたしはジュースはすきじゃありません。(underline the particle)

- Ask students various questions, using “～さんは...がすきですか？”
After a while, have students ask each other question
 - Teach “_はどうですか？”
 - Ask questions using “_はどうですか？”
(ex.) T: _さんはオレンジがすきですか？ りんごはどうですか？
 - Teach the strong connotation that **きらい** contains (p.206).
 - Teach “_はちょっと...”. Ask students more questions and have them answer with “_はちょっと...” when they don't like something.
3. Practice
- p. 206 A
 - p. 207 B Do some examples before letting students do the exercise on their own.
 - (Example 1) Draw a quick table that summarize the conversation,

_さん		
すき	↔	すきじゃない
- トマト		- にんじん
- レタス		

A: _さんはトマトがすきですか？

B: はい、すきです。

A: にんじんもすきですか？

B: いいえ、にんじんはちょっと...

A: レタスはどうですか？

B: はい、レタス () すきです。

- Students listen and fill in (). Teacher asks what the particle indicates (contrast).
- Teacher summarizes the conversation. Show the next sentence on OHP and have students guess the particles.
- Say the sentence.

C: _さんは、レタスとトマト()すきですが、にんじん()すきじゃありません。

- (Example 2) Draw a quick table that summarize the conversation,

_さん	
すき	
-	

さかな

- たまご
- にく

A: _さんはさかなが好きですか？

B: はい、好きです。

A: たまごも好きですか？

B: はい、好きです。

A: レタスはどうですか？

B: はい、にくも好きです。

- Teacher summarizes the conversation. Show the next sentence on OHP and have students guess the particles.
- Say the sentence.

C: _さんは、さかな()たまご()にく()好きです。

- p. 208 D

HW- vocabulary flash cards (one side- picture of an item and the other the Japanese word.)

(Day 3)

I. People Quiz (5 min.)

- Divide the students in groups of 6 (there are four groups).
- Teacher writes down the names of the people contacted on one side of the board, and items asked on the other side. Teacher has interviewed people in school the things they like and dislike.
- One student from each group picks a person and make a statement regarding the person's likes or dislikes
(たなかせんせいはたまごがすきです。・こうちょうせんせいはラップがすきじゃありません。 etc.).
- If the statement is right, the group gets a point.
- Next person plays.

II. Music-related vocabulary (15 min.)

- Teacher prepares different genre of CDs, or have the music teacher come to the class with a guitar or a keyboard. The class may go to the music room.
- Say and write down a genre (ロック・ポップス・クラシック; add vocabulary that students might like ラップ・ヒップホップ・レゲエ etc.) and have students listen to the music. Do with all the kinds a few times.
- Then, play a music and students say the genre.
- Ask students the preference in music,
“~さんはロックがすきですか?~はどうですか?”,
“どんなおんがくがすきですか?” etc.
- Students ask each other questions to find out about the music preference. Find a person for each genre.

ロック	ポップス	クラシック
さん	さん	さん

III. Sports-related vocabulary (10 min.)

- The class may go to the gym.
- First, matching. P. 201 C. Read the sports vocabulary in カタカナ and match them to the English equivalent.
- TPR. Teacher says a name of sports and students act out.

- Have a student act out a sport and the rest guess.
- Ask students about their preference in sports.
“~さんはバスケットボールが好きですか？~はどうですか？”,
“どんなスポーツが好きですか？” etc.
- Ask each other questions about preferences in sports.

IV. Popularity in the class (10 min.)

- Find out the trend in the class.
コーラ vs. ペプシ
ロック vs. ポップス
フットボール vs. バスケットボール etc.
- Divide the class into two large groups (12 in each group in the class of 24). Also divide that half into 3 small groups (4 in each group). Each small group examines one trend (ex. フットボール vs. バスケットボール). Each student ask majority (more than 6 in each large group) in the large group about the preference of the topic.
A: ~さんはバスケットボールが好きですか？
B: はい、好きです。/ いいえ、あまり好きじゃありません。
A: フットボールはどうですか？
B: フットボールは（も）好きです。/ 好きじゃありません。
- Check a mark if someone likes something (フットボール or バスケットボール). If the person likes both, mark both. If the person doesn't like neither, don't check either.

	フットボール	バスケットボール
好き	XX	X
好きじゃない・嫌い	X	XXX

- People in the small group get together and get the average (number of the marks).
- Large group get together and see the trend in the group in all the categories.
- Share it with the other group. Come up with the whole class trend.

V. Listing nouns, using や (10 min.)

1. Introduction

- Write down, “particle や”.
- Conversation 1 with the puppet A.
T: Puppet Aさん、スポーツをよくしますか？

P: はい、わたしはテニスやバレーボールをよくします。

T: そうですね。

- Show the sentence, “わたしはテニスやバレーボールをよくします。” on OHP.
- Do the skit again.

- Conversation 2 with puppet B

T: どんなたべものが好きですか？

P: やさいやくだものが好きです。

T: そうですね。

- Teach どんな__.
- Show the sentence that include や, and do the skit again.

- Conversation 3 with puppet C

T: どんなくだものが好きですか？

P: りんごやバナナが好きです。

T: そうですね。

- Show the sentence that include や, and do the skit again.

- With 2~4 people, guess the meaning of や.

- Ask each group the answers and then, say the answer.

- Explain the function of や (p. 212).

- Ask students questions and students answer, using や (see p. 213 A).

T: __さんはどんなたべものが好きですか？

S: にくやたまごが好きです。

T: きらいなたべものはなんですか？

S: やさいです。

T: そうですね。

2. Practice

- p. 213 B
- p. 213 D

HW- music/sports related flush cards (music- one side English and the other Japanese.
sports- one side pictures and the other Japanese).