

# Chapter-by-Chapter Teaching Suggestions and Additional Activities

This section presents additional or optional activities for many sections of the textbook. Suggestions for how to present vocabulary, functions, and reading activities in each chapter also appear throughout this manual. This section is aimed particularly at instructors who have relatively little experience with the communicative approach and with adapting textbooks to serve their particular needs, but we believe that all instructors can profit by referring to this section and other relevant sections when preparing lessons or daily class activities.

## Getting Started

### PART ONE

#### Introducing Yourself

If you are a novice teacher or are unfamiliar with communicative teaching strategies, refer to the section in this manual on how to practice dialogues (pp. 38–40).

**Hajimemashite** is a tough expression for a beginner for a number of reasons. First, it is a long string of unfamiliar combinations of sounds. Second, it has specific cultural connotations. Practice this dialogue in stages, using the choral response method and demonstrating the appropriate body language. You may want to read the dialogue out loud or play the audio recording as your students mime the gestures you have taught. Ask pairs of students to mime the dialogue. (Be sure to use every possible combination of male and female students.) Have the students circulate around and continue miming the dialogue. After a few rounds, add verbalizations.

#### ACTIVITY 1

**Pre-activity/alternative mode of practice:** To make this activity communicative and realistic, you may want students to learn to pronounce their family names in the Japanese way. This has the added benefit of pointing out differences between Japanese and English sound patterns. The students then set out to collect as many names as possible, paying particular attention to pronunciation.

#### ACTIVITY 2

**Follow-up activity:** Have students report to the class the names they have collected. The students raise their hands as their names are mentioned. This brings home the point that the students are getting to know one another, not just practicing Japanese. The activity also helps students learn their classmates' names quickly, which is essential for communicative classroom activities.

#### DIALOGUE 4 AND LANGUAGE NOTE: INFORMAL QUESTIONS

You may briefly explain and demonstrate “natural” versus “bookish” versions of the dialogue with appropriate non-verbal expressions.

#### DIALOGUE 5, ACTIVITY 3, AND CULTURE NOTE: NAME CARDS

Bring some of the **meeshi** you have collected over the years, especially the bilingual ones, and pass them around for the students to see. As homework, have each student produce four or five copies of

their own **meeshi**. The students may use their real identities or, if they appear to be lively and imaginative, you may ask them to assume a false identity.

## Everyday Greetings

### VOCABULARY: COMMON GREETINGS AND LEAVE-TAKING

Prepare a set of large picture cards, each depicting one of the greeting expressions. Say each greeting several times as you hold up the drawing and then hand the card to a student. After you have gone through all the greetings and handed out all the cards, call out the greetings in random order and either have the student with the relevant card hold it up or have the entire class point to the correct card.

Of course, you don't have to be a great artist to produce drawings for class, but if you really lack confidence in your drawing ability, you can either ask the students to make some drawings for you, borrow visual aids from a colleague, or use cutouts from magazines. Students may enjoy producing artwork for class, and their classmates will most likely respond positively to it.

### DIALOGUE 5 AND LANGUAGE NOTE: GREETINGS

Point out that **Yokoi sensee** comes before **ohayoo gozaimasu** and, of course, that the family name always comes before **sensee**. Direct their attention to the Language Note on p. 8.

### ACTIVITY 8

**Additional Activity:** Make this exercise into a "chain" activity in which the student who asked the instructor the question then asks the same question of another student.

### VOCABULARY: CLASSROOM EXPRESSIONS AND ACTIVITY 9

See the section on How to Use Total Physical Response (TPR), pp. 36–37. You may expand this portion of your instruction to teach even more expressions, such as **Shukudai o dashite kudasai** or **Wa ni natte, suwatte kudasai**. Be sure to teach some negative commands such as **Hon wa akenaide kudasai** as well.

## The Japanese Writing System

There are many Web sites and reference books on Japanese orthography, and you may know of some that are particularly appropriate for your students. You may assign students to do some research on the history and characteristics of Japanese orthography and have them make brief presentations (up to three minutes) in class.

## Vocabulary

In order to make the Vocabulary list more than just a list of words, ask the students to figure out inventive ways of learning vocabulary. Challenge them to go beyond making flashcards or copying the list over and over. Ask them to make up games and exercises for their classmates.

You can also use TPR to drill students on vocabulary: "Point to a book." "Put your pencil on your desk," etc. Also use yes-no questions: **Kore wa enpitsu desu ka.**

## PART TWO

### Numbers Up to 20

Learning to count from 0 to 20 prepares students to discuss telephone numbers and tell time, two very important practical functions. Demonstrate the typical Japanese way of counting with one's fingers and ask the students' to demonstrate the typical North American way. If you have students from other countries, ask them how they count on their fingers.

Be sure students are aware of the variant pronunciations of 0, 4, 7, and 9.

Numbers are very basic to daily life, but they are among the most difficult features of a foreign language to internalize. Being able to pronounce and use them with ease and accuracy will make a difference in the student's ability to communicate properly in Japan.

#### NUMBER GAMES

To avoid complications, do not ask the students to count specific objects yet. Wait until you introduce ways of telling time.

**Bingo:** This familiar game is fun and appropriate with any introductory vocabulary lesson, but it is especially effective for teaching numbers. You may want to award small prizes, such as Japanese snack foods or the kinds of *genkooyooshi* notebooks that elementary school children use for practicing writing.

**Memory Stunts:** Have the students count backwards, by even numbers, by odd numbers, or by any multiple (threes, fives, etc.).

**Alternative Technique:** Introduce the numbers 0 to 999,999,999,999 using Cuisenaire rods, which were devised by European educator Georges Cuisenaire to teach arithmetical concepts. (You can get them at any educational supply store.) Caleb Gattegno, inventor of the Silent Way of language teaching, was the first to apply them to language teaching, and he used them to teach not only numbers, but also colors and sizes.

### Asking and giving telephone numbers

#### ACTIVITY 2 AND DIALOGUE 2

**Follow-up activity:** Prepare a class list and ask the students to go around and collect as many telephone numbers as possible within five minutes. Delegate one student to produce a class telephone directory.

Direct the students' attention to the page reproduced from the Tokyo telephone directory on p. 19. Point out the eight-digit phone numbers and the *hiragana* order of the listings. Ask the students to guess what the numbers following the *kanji* after the telephone numbers (e.g. 神楽坂 3-21-3) might mean.

### Asking and Telling Time

#### ACTIVITIES 3 AND 4 AND VOCABULARY: TIME OF DAY

Bring, or have the students make, a toy clock with movable hands. As a preliminary comprehension activity, tell time as you move the clock hands into a new position. Repeat these clock-based activities several days in a row, because telling time in a foreign language is a difficult skill to internalize. After a few days, ask students to come forward, move the hands of the clock, and ask their classmates about the time in Japanese: *Ima nan ji desu ka*

Bring in the television listings from your local newspaper or simply ask students what time their favorite television programs are broadcast.

## ACTIVITY 5

Find a world or national map showing the time zones and put it on the overhead projector. With the local time showing on either the classroom clock or on your toy clock, ask what time it is in various cities around the world, especially cities that have been in the news recently. This exercise has the added benefit of teaching students how the Japanese pronounce the names of foreign cities (Pari, Shingapooru, etc.).

## Asking What Something Is

Bring in a few Japanese food items, such as packages of nori, senbee, miso, or hurikake and place them around the classroom. (If you don't have access to real Japanese food, find or draw illustrations.) Have all the students sit in one part of the room. Demonstrate *kore*, *sore*, and *are* using the Direct Method (i.e., without using English).

## Hiragana (1)

Consult the sample lesson plans beginning on p. 25 of this Instructor's Manual for detailed hints on how to teach hiragana effectively.

## PART THREE

### Talking about Daily Activities

#### ACTIVITY 1

One common technique of introducing and discussing daily routines is to prepare illustrations depicting everyday activities. You can buy these illustrations, but your students will be more interested if you either "custom make" drawings for use in class or assign students to do so. If the students each draw one activity, ask them to depict themselves doing that action.

#### MORE TIME EXPRESSIONS

Have students make their own toy clocks out of paper plates or cardboard or bring in manually operated alarm clocks with movable hands. The students can then drill each other on clock time in pairs.

#### ACTIVITY 5

Prepare a blank chart with six columns and six rows and pass it out to the students. Each student writes down five activities in the first column and then *mainichi*, *yoku*, *tokidoki*, *amari*, and *zenzen* at the top of the next five columns. The students work in pairs and ask their partners how often they do each activity, checking off the frequency on the chart. The grid helps students focus their attention and maintain the proper form, both during the task and later on when reporting to the class.

### Talking about Future Activities and Events

#### DIALOGUE 3

Put a monthly calendar blank on the overhead projector. Designate *kyoo* on the calendar and introduce the vocabulary on p. 40 by pointing to or coloring in the appropriate day. Be sure to include *konshuu no shuumatsu*, *raishuu no shuumatsu*, and *saraishuu no shuumatsu*. It is more effective not to write out these words in *roomaji*.

## ACTIVITY 6

Before doing this activity, review daily activities with pictures.

## ACTIVITY 7

**Alternative activity:** Instead of having two students go through the whole list of questions with each other, you may assign each student to ask the same question of as many classmates as possible. This is less taxing and more effective at this point: it limits the student's output requirements while providing ample input. Tell each student to add one item to his or her list. Each interviewer then keeps a tally of how many people like or dislike a particular item.

Whenever you do an interview activity, encourage the students to "socialize" in Japanese at the same time by greeting one another, exchanging small talk, and using conversational fillers such as *Aa, soo desu ka*.

## ACTIVITY 8

If you have had your students do the "polling" activity described under Activity 7, tell them to work in pairs and ask and answer similar questions about their own classmates, using the information gleaned from their polls.

## ACTIVITY 9

Like Activity 7, this activity can easily be adapted to a "polling" format.

# PART FOUR

## Talking about Activities and Events in the Past

### DIALOGUE 1: SAYING WHAT ONE ATE THE NIGHT BEFORE

Put a generic monthly calendar on the overhead projector and introduce the vocabulary on p. 51. At the same time, review Time of Day, pp. 20–22, as well as Days and Weeks, p. 40. You may review vocabulary in the following stages:

1. Designate *kyoo* on the calendar and point to today's date as you say it. Divide the blank for the date into three sections as you practice *gozen, gogo, asa, hiru, and yoru*. You may want to reinforce these vocabulary items with drawings.
2. Have the students come to the front and point to the appropriate date or time as you say each word.
3. Have the students take over the whole activity.

## ACTIVITY 1

**Alternative activity:** Show drawings of the activities instead of romanized text as the students listen to you or to the recording. You may use pictures in the manner of *kamishibai*, lining them up in order on the chalkboard ledge, or put all the activities on a single transparency and display them on the overhead projector.

To encourage the students to make the transition from passive listening to active production, show the drawings and give only the first half of the description, asking the students to complete the sentence for you.

**Additional activity:** Make two copies of Linda Brown's schedule for yesterday, p. 52. White out half of the times and activities from the schedules so that Version A lacks what Version B has and vice versa.

After students have gone over questions 1–15 on pp. 52–53 in pairs, everyone changes partners, and the pairs use the two versions of the schedule for an information gap exercise.

#### ACTIVITY 2

Students can prepare a follow-up activity by making up an imaginary person's schedule with some information missing. Working in pairs or in small groups, they ask and answer questions to fill in the gap.

### Inviting Someone to Do Something

#### DIALOGUE 3: MAKING PLANS WITH ANOTHER PERSON

**Additional activity:** “Challenge” your students to get you to join them in some activity, such as lunch or a campus movie. (Of course, they will have to invite you in Japanese.)

#### VOCABULARY: DAYS OF THE WEEK

Bring a calendar that has the days of the week written in kanji. You may put it on the overhead projector as a transparency. Review other time expressions. You may want to explain what the Japanese names of the days of the week mean. If you have students from other countries, particularly non-Western cultures, ask them how they name the days of the week.

### Talking about Weekly Schedules

#### ACTIVITY 7

**Alternative activity:** Using the schedules in their notebooks, the students go around the room and find someone who can join them in an activity of their choice at the time of their choice, e.g., going to the football game at 2 P.M. on Saturday or having brunch at 11:00 A.M. on Sunday.

### Talking about the Weather

#### DIALOGUE 5: EXCHANGE GREETINGS

Act out the dialogues instead of just reciting them. This is a good way to practice body language and other non-linguistic forms of communication.

#### VOCABULARY: WEATHER EXPRESSIONS OFTEN USED AS GREETINGS

Feel free to adjust the list to your local conditions: expressions such as *Hidoi kaze desu nee*, *Hidoi kiri desu nee*, *Mushiatsui desu nee*, *Kyoo wa kansoo shite imasu nee*, etc., can be added.

#### ACTIVITY 8

You can check students' comprehension of these phrases by asking them to react appropriately, such as shivering in response to *Samui desu nee*, putting their notebooks over their heads in response to *Hidoi ame desu nee*, etc.

#### THE JAPANESE WRITING SYSTEM (4): KATAKANA

Pay special attention to the conventions for transcribing English sounds. Point out that these transcriptions usually follow pronunciation, not spelling, and that “r” at the end or in the middle of a word tends to be omitted or replaced by a long vowel. Thus “hamburger” is ハンバーガー, not

\*ハムブルゲル。Students will vary considerably in their ability to catch on to this concept, and you may want to prepare lists of words whose **katakana** spellings diverge markedly from their English spellings, such as サッカー “soccer,” キャンディー “candy,” イメージ “image,” and アイドル “idol.”

## PART FIVE

### Asking Location

#### ACTIVITY 1

Bring in a real department store directory to present the students with a bit of realia that tends to contain a fair amount of **katakana**. Make a list of items that the students should look for and have them work in groups until they find them.

#### ACTIVITY 2

Put a map of your city on a transparency and ask the students where they live. (This exercise is more interesting if most of your students commute to campus.) Have students use the map to practice Dialogue 2.

### Numbers from 21 to 10,000

#### LARGE NUMBERS

If you have not introduced your class to large numbers yet, you may do so at this time. Cuisenaire rods are very effective here.

#### ACTIVITY 4

**Additional activities:** Number dictation. Read numbers out loud and have the students write them down in Arabic numerals.

Students also enjoy playing bingo, and it is, in fact, a very effective means of encouraging them to internalize numbers.

Say pairs of large numbers and ask the students which one is larger.

Bring in documents showing large numbers (populations, incomes, etc.) and ask the students to read the numbers out loud. (It's more interesting if you can find a Japanese document.)

### Asking about Existence

#### ACTIVITY 5

**Alternative activity:** Prepare two menus (falsalia), written in **katakana**, if possible. If you write them in **katakana**, have the students practice reading them before the beginning of the activity, so that it doesn't turn into a decoding exercise. The students work in pairs, and the one playing the restaurant server crosses out about half the items at random. These are the ones that are “sold out.” The customer tries to order a full meal, and the server apologizes each time the customer asks for something that is sold out.

### Asking about Price

Use the realia on p. 68 (and any additional Japanese advertisements you can find) to read out the prices of things. Bring in advertisements for expensive items, such as jewelry, cars, and houses. In passing, explain the **kanji** that occur, such as 円, 千, 万, and 億.

Students will have trouble thinking in terms of *man* and *oku* instead of in terms of thousands and millions, so teach them the technique of imagining that there is a comma after every fourth digit from the right instead of every third digit: 10,0000 (*juuman*) instead of 100,000, or 20,0000,0000 (*nijuu oku*) instead of 2,000,000.000. Be sure they understand, however, that Japanese people actually write large numbers with commas every three places, just as Westerners do.

It is also helpful to memorize the fact that *hyaku man* is one million and *juu oku* is one billion.

#### ACTIVITY 6

Have the students study the menu on p. 70 and practice pronouncing the words before using it to place orders. Otherwise, they will waste time trying to decipher the words and not practice speaking.

Advise them that *katakana* words are sometimes easier to figure out if you say them fast several times.

Coffee shops and espresso bars similar to *kissaten* are now common in North American cities, so the idea of buying one cup of coffee and sitting for hours will not seem as strange to today's students as it would have to the students of previous generations, but you may want to explain some of the differences: greater formality, the existence of "theme" *kissaten*, the unfamiliar foods and beverages served (*maron kuriimu*, *miruku tii*), and the *kanmi kissa*, which specialize in Japanese tea and traditional desserts.

You can also assign students to find out more about *kissaten* by having them search through travel guidebooks, surf the Internet, or interview Japanese people.

### Writing (5): Katakana

Native speakers sometimes underestimate the difficulty that English-speaking learners have in memorizing and retaining *katakana*, and yet, this is a very important writing system for modern life. Bring in as many realia as you can that contain *katakana*: fashion and popular music magazines, food labels, movie posters, comic books, CD covers, or even Shinkansen tickets. This will help dispel any ideas that students have of *katakana* being unimportant.

Assign students to make up their own *katakana* and *hiragana* puzzles and games and try them out on one another. You may be pleasantly surprised at their ingenuity.

Do the *kuizu* on p. 73 as a group activity. Point out the existence of abbreviated *katakana* words such as *biru*. Explain that *kuizu* does not mean "quiz."

### Japanese Orthographic Conventions

Assign students to read the section (pp. 73–76) thoroughly in advance, and try to allocate one class period to discussing Japanese orthographic conventions. (If you can't depend on your students to read the section without having some sort of written homework connected to it, assign them to think up five questions concerning the content, answer them, and write them up to hand in on the day of the presentation.) In class, ask the students what they thought was the most interesting fact in this reading selection. Discuss the samples on pp. 76 and 77 and bring in some more examples of authentic writing (newspapers, advertisements, novels, handwritten letters, etc.) on transparencies.

Spend about half the period emphasizing what students must pay attention to when studying *kanji*. Be sure they realize that the study of vocabulary and the study of *kanji* reinforce each other and teach them effective strategies for memorization.

In particular, point out the need to learn to memorize and practice *kanji* in context and to review them constantly.



# Chapter 1: Classmates

## VOCABULARY AND GRAMMAR 1A

**Note:** Whenever writing is involved, make it homework, and encourage students to write in **kanji** and **kana**. You may want to discourage them from writing **kanji** that they haven't yet learned officially, however, because their natural tendency will be to "draw" the characters (for example, beginning the "box" of **kuchi** with an upward stroke on the right side), and such habits can be hard to break.

It has been observed that most students are conscientious, and even enthusiastic, in generating their own exercises if you give them ample time to prepare and clear guidelines for the procedure and expectations.

### Nationalities and Languages

#### ACTIVITY 1

**Preliminary/Review activity:** Ask a student to stand up, and, pointing to that student, ask the class, **Kono hito wa dare desu ka**. Walk around the class and do the same with a few other students. With the students still standing up, go to a student and ask her/him who one of the standing students is. Use **kono**, **sono**, or **ano**, depending on the distance and your relationship with the student you are talking to. Ask another student, and so on, until you perceive that the majority of the class now understands what **kono hito** means and grasps the distinction among **kono**, **sono**, and **ano**.

**Additional activity:** Have students bring a photo or picture showing a few people, or have an artistic student draw a group picture of some classmates. Put the picture on the overhead projector, and "drill" the dialogue with real names.

Remind students to read the Study Hint, and encourage them to read the Japanese script versions throughout the chapter. Some students may try to write in **roomaji** between the lines, but you can usually discourage this with humor: "You need to learn to read Japanese script directly. After all, when you go to Japan, people will be annoyed if you go around writing **roomaji** on all their signs." If you mime a person writing on a sign, the students will usually get the point and laugh.

If students are intimidated by Japanese script and claim that they absolutely need the **roomaji**, insist that they write their transcriptions on a separate sheet of paper.

Make sure students develop the habit of pronouncing **katakana** words in the Japanese way. Special care must be taken at this stage, because it is very easy to fall back on the original English pronunciation of **gairaigo**. Students are struggling to learn the sound, meaning, and usage of the word all at once.

Do not hesitate to add countries and languages to the list, especially if you have students who are from those countries. Recognize student diversity in the classroom, and take advantage of it.

#### LANGUAGE NOTE: NATIONALITIES AND LANGUAGES

Nationalities, ethnicities, and languages do not always match. Some Japanese-Americans may answer **Nihonjin desu** when asked **Nani jin desu ka**. They interpret the question as asking about their ethnicity, not about their citizenship. If students want to know how to express their ethnic background, you can teach them to say **Nikkee Amerikajin**, **Mekishiko-kee Amerikajin**, or whatever the case may be. It should be left up to individual students how they want to express their identities.

Remind the students that it is generally better to use *Okuni wa dochira desu ka* than to use *Nani jin desuka*.

## ACTIVITY 2

**Additional activity:** Have students bring photos of some famous people and have them ask about each person's country, nationality, and language(s).

## Identification: The Copula *です*

**Techniques:** Since this grammar point is review and expansion rather than something entirely new, offer as little explanation as possible. Present the material in a context in an obvious, direct way. You may act out the two mini-dialogues with real objects and real people in the class. (You play Kawamura in both dialogues.)

In the next phase of grammar presentation and practice, you may ask students to summarize the usage of this grammar point. Keep the discussion very short, or the students' minds will wander. Earl W. Stevick recommends that we keep our oral answers to a grammar question raised by the student to 10 seconds at the most, and cautions that if we go beyond it, we risk losing the student (*Images and Options in the Language Classroom*, Cambridge University Press, p. 41. 1986).

The grammar section of the textbook is written to contain just the amount and range of information on a particular grammar point that the students need for the time being. You need to train your students to *read* the grammar section thoroughly, either as homework prior to the "official" introduction in the class, or as review at home. If they are disinclined to do anything that doesn't look like written homework, ask them to make up their own "quiz" on the selection.

The grammar dialogs and some of the drills are on the tape. The students can effectively drill themselves and learn the grammar dialogues, grammar drills, and pronunciation exercises on their own. The best way to use your class time is to practice using the language.

## LANGUAGE NOTE: ALTERNATIVE QUESTIONS

Students need to learn and practice this feature of Japanese grammar consciously. It feels cumbersome to have to say two sentences where the English "or" takes care of it so economically.

**Technique:** Pick one or two things each day to emphasize in your warm-up teacher talk, and give students structured input using the particular formula or pattern you want students to listen for without making it sound like drills. Ask realistic, genuine questions.

## ACTIVITY 5

**Additional activity:** Tell students to come up with some unusual "equations." Encourage them to be creative.

## POSSESSIVE PARTICLE *NO*

*No* is such a versatile particle in Japanese that it is important that students hear and practice the use of it in all its range of functions. To show just how versatile it is, play a grammar game where students

keep adding a phrase followed by **no**, as in **Yamada -san no ruumumeeto no Nihongo no sensee no uchi no . . .**, until they get stuck. Then see what the collective phrase means.

One way to practice the possessive meaning is to collect a small object (pen, key chain, eraser, datebook) from each student and put all the objects into a “grab bag.” Have each student take an object from the bag and go around the room trying to find the owner: **Sumisu-san no desu ka**.

Students who have studied French or Spanish often have so thoroughly internalized the X de Y construction in those languages that they will say things like **\*honnowatashi**. It may help to compare **no** to an English apostrophe s ('s).

## VOCABULARY AND GRAMMAR 1B

### Personal Information

#### VOCABULARY: PERSONAL INFORMATION

**Activities:** Prepare a handout showing the ID cards of three or four fictitious students and present it on the overhead projector. Introduce the vocabulary as you point to the appropriate spot on the card. Then ask yes/ no questions and wh-questions based on the IDs. Prepare a form such as the one shown in the textbook and have the students create their own Japanese ID cards.

If you decide to give students output exercises on this topic, pair them up to interview each other and fill out the form.

Give them the blank form, and have them fill it out as you describe a fictitious student. You will have to allow them to use English at the beginning.

#### CULTURE NOTE: SHUSSHIN “ORIGINS”

**Note:** You must clarify that **shusshin** is not a place. Tell the students to stick with the fixed expressions that are introduced in the book when they use the word. Otherwise, they may generate expressions such as **\*Watashi no shusshin wa samui desu**.

#### VOCABULARY LIBRARY: ACADEMIC SUBJECTS AND MAJORS

Emphasize that students do not have to memorize the list, just identify their own academic majors and recognize their classmates' majors. Each student should compile a list of academic subjects that he or she wants and needs to know, adding or deleting items. If you do not know offhand what a subject or major is called in Japanese, make a note of it and report back to your students later.

Point out that most academic subjects end with the **kanji** 学. This is a good place to start illustrating how Japanese words, especially **jukugo**, are formed, and to begin to give students systematic **kanji** learning strategies.

For extra practice with names of academic subjects, introduce the adjectives **muzukashii** and **yasashii** and ask the students' opinions about whether individual subjects are easy or difficult.

## CULTURE NOTE: JAPANESE UNIVERSITIES AND COLLEGES

**Suggested activity:** Have students interview people who have attended a university in Japan and see if they agree or disagree on what is described in the Culture Note. Tell them to make note of the age and sex of the interviewee and what type of institution he or she attended.

### ACTIVITY 7

**Additional activity:** Prepare a blank grid and do a similar exercise with real students.

### ACTIVITY 8 AND VOCABULARY: AGE, AND VOCABULARY MONTHS

**Additional activity:** Assign the class to interview students from Japan and get their personal information. Prepare your students by doing simulated interviews in class using realistic and culturally appropriate expressions. They should spend about 25 minutes coming up with lists of questions and discussing potential faux pas and blunders

North American students are sometimes hesitant about getting to know international students, and one way to break down the barriers is to cooperate with your institution's ESL program, so that your students can interview Japanese students in order to practice Japanese, while the Japanese students can interview your students to practice English. Arrangements like this sometimes result in friendships, and you can point out to your students that making friends with Japanese students on campus will ensure that they know people in Japan when they go there for study, work, or sightseeing.

Having the students do a real-life activity with real native speakers is a great motivator and gives them a feeling of accomplishment.

As a follow-up activity, the students should present their findings in small groups or to the class.

### ACTIVITY 9

**Additional activity:** Have students make up statements based on the grid and ask the class whether they are true or false.

### ACTIVITY 10

*Briefly* explain what **Shoowa** means. Give a few reference years, such as **Shoowa 50 nen** = 1975 and **Heisee 12 nen** = 2000.

### ACTIVITIES 11 AND 12

**Technique:** To overcome inhibitions, divide the class into two groups and seat (or stand) the two groups at opposite ends of the room. Have each group play one person in the dialog in unison, or have one student call out one line at a time. Tell the class to speak clearly and loudly. Tell them to act as if they were hard of hearing. You may repeat the last two lines as many times as there are students in the class.

## Personal Pronouns and Demonstratives

**Techniques:** Demonstrate the most commonly used personal pronouns, such as *watashi*, *boku*, *ano hito*, and *ano kata*, by acting out inquiries or introducing the person. Be sure to practice some negative expressions. Remind students to use *anata* with care, and avoid using it in class or in written materials yourself. Inexperienced instructors are sometimes tempted to make things “easier” for students by using lots of pronouns, but in the end, using unnatural language is a disservice to them.

Thoroughly demonstrate the *ko-*, *so-*, *a-*, and *do-* series of words, using realia, pictures and real people in the classroom, so that students can see how these words delineate space in Japanese. After your demonstration, have one or two volunteers show that they understand the concept, and then have everyone practice in groups of three or four.

### ACTIVITY 13

**Additional activity:** Tell students to come up with more unusual “equations,” and practice lots of negative expressions. Practice *sure* and *are* as well. Make sure that the students pronounce *dare* accurately and do not confuse it with *dore*.

### ACTIVITY 14

**Additional activity:** Have each student come up with one pair of sentences using *mo*. Students tend to equate *mo* with English “also” or “too,” so it is hard for them to resist putting it at the beginning of the sentence or in some other position where it doesn’t belong.

## VOCABULARY AND GRAMMAR 1C

### Around Campus

#### ACTIVITY 15

**Preliminary activity:** Bring copies of a map of your campus to class and put one on the overhead projector. Have students come up to the screen and point to the appropriate building as you ask *Toshokan wa doko desu ka, yubi-sashite kudasai*, and other questions about the locations of buildings. Then everyone gets up and goes around the class, asking someone to “point to X.”

**Follow-up activity:** Take the class outside and stand in the middle of the campus. More or less act out the dialog using the actual names of the buildings. Make sure students know that *are*, *asoko*, and *ano biru* must be in sight of the speaker and listener. (This also works as a follow-up for Activity 19).

#### VOCABULARY: DAYS OF THE WEEK

**Techniques:** Put a monthly calendar, preferably one printed in Japanese script, on the overhead projector. Point to days of the week in random order, backward, forward, or skipping around as you pronounce the them. You may also write the *kanji* 日, 月, and 曜日 on the board and have the students say the abbreviated versions as well. Point to a day on the calendar and ask *Nan'yoobi desu ka*. Ask what day a particular holiday falls on, especially if it always falls on a fixed day of the week, as do Thanksgiving, Labor Day, and Easter. Ask on which day a particular TV program is aired.

## ACTIVITY 16

**Additional activity:** Collect the students' class schedules. Pass out blank schedule grids. Select one student's schedule and read it out in Japanese. Have the class fill in the grid (in English). Then ask them to guess whose schedule it is.

## Asking Questions: Interrogatives

Assure the students that they are not expected to memorize all the interrogatives listed in this section. Its purpose is merely to give them an overview of Japanese question words and how they work grammatically and functionally.

You may also explain that knowing how to ask questions is very empowering, since the students will encounter many unfamiliar objects, people, and situations in Japan and therefore should want to practice common interrogative expressions as much as possible. It is effective to assign students to read the grammar section at home and preview Activities 17 and 18 on their own. Provide the key to the activities in advance, and encourage the students to work with the Audio Program.

## ACTIVITY 19

**Additional activity:** See notes on Activity 15.

## ACTIVITY 20

**Preliminary activity:** With realia, act out the dialogue with real objects and names. Be sure to include *Kore wa dare no pen desu ka* vs. *Kono pen wa dare no desu ka*. This is also a good place to review *mo*.

## ACTIVITY 22

**Additional or follow-up activity:** Ask students to come up with five situations or tasks as practiced in this activity. If your schedule allows, collect the tasks the day before you want to use them in oral practice. Select one or more from each student to compile a worksheet, grouping similar tasks or themes together. Hand out the compiled list to the class. Then the students can get up and mingle as they perform the tasks, leaving their textbooks at their seats.

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activities:** Ask the students what information is generally included on a student ID card. Ask when they need to show their ID, and what specific information is required on each such occasion (e.g., student status for getting a discounted concert ticket, age for being served in a bar). Bring a Japanese ID, and its owner if possible, and do some comparisons.

**Reading activities:** Tell the students just to scan the material and check what information is included. They don't have to read for details at this time. Look for X wa Y desu constructions and check what each instance signifies.

**Postreading activities:** Write a short paragraph based on one classmate's ID.

**Additional activity:** Prepare similar paragraphs and ID cards. Have the students match the ID with its owner.

## WRITING 1

This is a postreading activity for Reading 1, so have the students use Reading 1 as a model. It is advisable to do these activities consecutively.

**Additional activity:** Have the students write a short paragraph based on the ID of a fictitious student. They may add any information they want.

## READING 2

This is the first time students will read a simulated authentic passage with no **hurigana**. Save this activity until after the students have been introduced to the **kanji** that they are supposed to study in Chapter One. Encourage them to guess meanings from the context.

**Prereading activity:** Ask students what information is included in an advertisement looking for a pen pal. What kind of pen pal would they like? If you can, bring in some real advertisements—from *The Hiragana Times*, Japanese web sites, or Japanese magazines—and discuss the format and the type of information that goes into them.

**Reading activities:** Scan and check if the information discussed in the prereading activities is actually included. Focus on X wa Y desu constructions and discuss what each occurrence signifies.

**Postreading activities:** Discuss how contexts are helpful for guessing the meaning of unfamiliar words and expressions.

Assign students to write a short note responding to the ad.

If any students are interested in corresponding with a Japanese pen pal, have them write their own ad. If you know of web sites or magazines that accept such advertisements, tell them how they can submit theirs.

## Language Functions and Situations

### INTRODUCING FRIENDS

**Additional activity:** Have students make up a version of the dialogue using real names and act it out. Tell them to include both students and instructors in the skit, so that they can practice polite and formal expressions as well as informal greetings.

**Additional or alternate activity:** Have each student prepare in advance a situation using real names and places and write it on an index card. Divide the class into groups of three, which then role play the three situations they have created.

## INTRODUCING YOURSELF

**Additional activity:** Have each student prepare a self-introductory paragraph on an index card in advance. Tell them to model their paragraph after the one in this section or on other examples you provide. You may want to ask native speakers to produce samples for your file. Shuffle the cards and distribute them at random. Have the students practice with the cards for a few minutes as you go around and make sure that there are no grave errors in the writing, if you have not had time to make corrections before. Each student then introduces her/himself as the person described on the card. The class guesses who the person is.

Be sure that the students are aware of the importance of self-introductions in Japanese culture. If your school has a study abroad program in Japan, emphasize that participants will probably have to give their *jikoshookai* at the welcome party or some other formal event.

## Listening Comprehension

If you prepare additional listening exercises, try to collect and use as many authentic (simulated or unmodified) materials as possible. Ask native speakers to write sample introductory passages or collect personal information on real people.

## CHAPTER 1 CHECKLIST

**Technique:** Have students conduct the review of the chapter. Combine the ten items into four or five. For example, combine “talk about nationalities and languages” with “exchange personal information.” Assign two to three students to each task and have them make up a review activity of five to eight minutes. You may even hand out the list of tasks and procedures at the beginning of the chapter when you give students an overview.

Have each team submit a proposal detailing the lesson plan and attach the draft of any handout they are planning to create. The proposal must be submitted at least two days before the presentation. Refer to pp. 105–107 of this manual for sample guidelines.

## Review Chapter 1

### ACTIVITY 1

**Additional activity:** Show the students a few more simulated ID cards in different formats and ask the same questions.

### ACTIVITY 5

**Technique:** Whenever the students do interviews, have them greet each other, do small talk, and say good-bye properly. Tell them to think and act as if they are really talking to Japanese people and to use such communication helpers and enhancers as *Aa, soo desu ka* or *Ii desu nee*. They should practice asking the questions so that they are not always reading off the script. Encourage them to use props or whatever else helps give them a feeling of reality.



## Chapter 2: My Town

### VOCABULARY AND GRAMMAR 2A

#### Commuting

##### VOCABULARY

**Technique:** First, give ample input as you introduce the new vocabulary. Before you start asking students realistic questions, you may want to introduce a few fictitious characters who commute to school and work by various modes of transportation. Introduce the expressions, *benri*, *huben*, . . . *ni chikai*, . . . *kara tooi*, and *toho de* as you show their routines.

If your students commute to campus, have them talk about their daily activities. If most or all of them live on campus, have them talk about how long it takes their family members to get to work. If any of them have lived in Japan, find out if they had to commute to school by public transportation, e.g. to the American School or the Canadian Academy. If you have international students in your class, ask them how people in their countries commute to school or work.

##### VOCABULARY: COUNTING MINUTES AND HOURS

**Technique:** Bring in a toy clock. Go over the minutes as you move the clock hands. Make a transparency of the television program listings or the movie advertisements from your local newspaper, showing the lengths of programs and movies in hours and minutes and the dates and times they are shown. First, model the patterns and vocabulary for saying when a movie is shown and how long it runs. Gradually begin asking students questions eliciting the durations and times of the movies.

##### ACTIVITY 2

**Additional activity:** It is always a good idea to discuss real people.

#### Adjectives and Adverbs

**Point to note:** It is important to introduce and reintroduce adjectives and other major areas of grammar throughout the course, rather than presenting them only once when they are first introduced. When new nouns are presented in future chapters, try to introduce adjectives that are commonly associated with these nouns. Adjectives are easier for learners to remember if you present them in semantically related groups or in conjunction with nouns commonly associated with them.

**Technique:** This is a brand new grammar point, and a big one at that. First, spend a few minutes discussing what learning grammar entails. Have students read *Study Hint: Learning Grammar* (pp. 136–137) and the grammar explanation before you discuss them in the class.

It is always more effective to ask your students what they have read and what they have learned before you make your own presentation. You know the grammar already and probably have forgotten what it was like to learn this grammar point for the first time, and if you are a native speaker of Japanese, you learned these forms in early childhood and can't remember *not* knowing it.

First, demonstrate how adjectives appear in context by showing pictures of people and things and describing them with adjectives. Be sure to use both negative and positive forms, particularly in

presenting opposites: **Kono toshokan wa ookii desu. . . Kono toshokan wa ookikunai desu. Chiisai desu.** If you prefer not to spend a lot of time drawing or cutting pictures out of magazines, ask the students to help out by bringing appropriate pictures and photographs to class.

For practice, say an adjective and have the students point out the drawing or photograph that illustrates it. Alternatively, you can say a noun and ask the students to name an adjective that could reasonably describe it.

Return briefly to the written explanation to have the students tell you the characteristics and functions of the Japanese adjectives. This may include what they look like (the *i*-ending and *na*-ending, the conjugated forms), where they occur (the prenominal and predicate uses), and some common irregular uses (*ookii* vs. *ooki na* in the prenominal position, *chikai* and *tooi* vs. *chikaku no* and *tooku no*).

Now show them the picture pages again, and describe the pictures further, this time with adverbs such as *totemo* and *amari/anmari*.

#### USEFUL VOCABULARY: BASIC ADJECTIVES

**Technique:** Have students make flash cards the size of playing cards for the adjectives. Play Concentration in small groups, matching opposites or matching the English and Japanese equivalents.

#### ACTIVITY 3

**Technique:** Pair the students up and tell them to be an *Amanojaku*, someone who always contradicts other people. Every time one student makes a statement or asks a yes-no question, the other one uses the negative form or the opposite of the adjective the first one uses.

#### ACTIVITY 4

**Technique:** Make flash cards for the vocabulary. Put all the adjectives in one envelope and all the nouns in another. Students in small groups draw one card from each of the two envelopes. First they determine whether the two cards make any sense together. Then they make up a sentence using the two words.

#### ACTIVITY 5

**Technique:** Play *Amanojaku* again. The person who makes the first statement has to say it with enthusiasm, adding *ne* or *yo* at the end of the statement. The other one emphatically contradicts the first person with *Iie, . . . yo*.

#### ACTIVITY 6

**Technique:** Make this straightforward transformational drill into a competition or game. Use the same sentences as in the book, or create others that are more realistic for your class, such as **Kono kyookasho wa totemo takai desu.** Bring pictures of easily recognizable places, things, and people.

## ACTIVITY 7

**Technique:** First, the students should work alone. Then they should get up and mingle, looking for their perfect match. One student greets another, exchanges small talk, and says, for example, *Watashi no uchi wa semai desu*. The partner says either *Aa, watashi no uchi mo semai desu yo*, or *Aa, watashi no uchi wa semaku arimasen*. If they are a match, they move on to the next question, and so on, until they have determined who their best match is.

## ACTIVITY 8

**Technique:** Have the students talk with as many classmates as possible as they go through the same questions. Give them five minutes, using a timer or bell to announce the end of the exercise.

## VOCABULARY AND GRAMMAR 2B

### Cities and Neighborhoods

#### VOCABULARY: CITIES AND TOWNS

**Technique:** Take a blank transparency and markers to class. Show the relationship among *shi*, *ku*, *machi*, and *mura* on the overhead projector. Illustrate where *koogai* is. If you have large tourist maps of Japan and Tokyo or some other Japanese city, you can give concrete examples of each of these terms.

**Note:** Be careful with the word *kinjo*. It overlaps partly with “neighborhood,” but the two words are not exact equivalents. Students tend to generate sentences such as *Watashi no kinjo wa ookii desu* and *Watashi wa watashi no kinjoga daisuki desu*. Think carefully, hone your intuition, and be ready to distinguish authentic and non-authentic use of the word. If you let non-authentic uses pass unnoted, you risk creating a “classroom dialect” spoken only by you and your students.

## ACTIVITY 9

**Preliminary activity:** Bring a map of Japan to class and show where Kyuushuu and Aso are. (Some students may not be quite sure where Japan is, so incorporate some review of the names of countries by asking what countries are near Japan.) Briefly discuss places where you have lived or traveled and places that some of your students have visited or have heard about. Of course, you should gladly point out any place they ask you about in Japanese: *Nagano wa doko desu ka*.

### Expressing Existence: The Verbs Arimasu and Imasu

**Technique:** Bring pictures of a variety of animate and inanimate objects: people, animals, plants, trees, furniture, etc. First, flash each picture and simply say *arimasu* or *imasu*. In the next round, describe the picture. Keep your description simple and focused on the new grammar point. Give the picture to a student when you finish describing it. After you have gone through all the pictures, ask, for example, *Orenji ga arimasu ka*, and have the student with the picture wave it or hold it up. In the fourth round, have the students ask questions.

Once students have seen how *arimasu* and *imasu* are used in context, ask very briefly what they have understood about this grammar point.

## DIALOGUES

**Technique:** See the section explaining how to introduce dialogues, pp. 40 – 42.

## VOCABULARY AND GRAMMAR 2C

### Buildings and Places Around Town

#### VOCABULARY: PLACES AROUND TOWN

**Technique:** Put two versions of the map on transparencies. The first version is a straight copy of the map. The second version does not have the writing, just the illustrations and logos.

First, present this community using the first version. Describe how the town is structured (Sakura-machi, Naka-machi, Minato-machi, Icchoome, Nichoome, etc.) and what buildings are located where. Use “teacher talk” to give ample input, but don’t talk too long at a stretch. Stop and review a bit if you see the students looking bored or confused. Words such as *yuubinkyoku*, *byooin*, *eegakan*, *kissaten*, and *gasorin sutando* are not easy to pronounce at the beginning, so the students will need a lot of aural input and practice.

Next, put the second version of the map up on the overhead projector. Have students call out the name of the building or place as you point to its logo or picture. At this stage, all the students need to produce is the names of the buildings.

#### ACTIVITY 13

**Note:** Point out that both *Sakura-machi* and *Sakura-choo* are possible readings for 桜町 and that the choice depends on local custom.

#### CULTURE NOTE: JAPANESE ADDRESSES

**Technique:** Put a portion of a Japanese street map on the overhead projector. First, ask students what they have learned from the Culture Note. Show how “irregular” the streets and their numbers are. If you have lived in Japan, put one of your former addresses up on the board and show the students what each part means: *Tookyoo-to*, *Shinagawa-ku*, *Togoshi ni-choome*, etc.

#### ACTIVITY 14

**Note:** Make it clear that you are using the real time as the reference point.

### Indicating Location

**Techniques:** Designate various locations in the classroom as the cafeteria, library, bank, post office, etc. Alternatively, make (or ask the students to make) a miniature town out of small boxes (tissue boxes, berry cartons, shoe boxes, etc.) or Cuisenaire rods and set it up in the front of the classroom so that all the students can see it. Put labeled pictures or figures of people here and there in the “town.” If you use the first option, put the whole class in one part of the classroom if possible. If you use the

second option, designate one of the toy buildings as your classroom building. Ask questions such as **Yuubinkyoku wa doko ni arimasu ka** or **Machida-san wa doko ni imasu ka**.

## Positional Words

**Note:** This is one of the most difficult grammar areas for learners of a new language. Do not expect students to learn it in a few weeks, let alone in a few days. Be patient and give them ample time to practice it, starting with simpler tasks.

**Techniques:** Place objects and pictures of people, animals, and things here and there in the classroom.

Describe the relative position of each thing or person: **Tsukue no ueni pen to nooto ga arimasu**, **Isu no ushiro ni inu ga imasu**, etc.

In the second round, ask students yes-no questions. In the third round, ask **dare**, **doko**, **nani** questions: **Isu no ushiro ni nani ga imasu ka**, **Pen to nooto wa doko ni arimasu ka**. If the students find this confusing, group similar questions together.

In the fourth round, place yourself in various places in relation to the objects and pictures, and have students describe your position relative to those things. If you have a large table in the classroom, you may place yourself in different positions relative to the table and have students describe where you are: **Sensei wa teeburu no shita ni imasu**, **Sensee wa teeburu no ushiro ni imasu**, etc. You can also draw pictures showing, for example, a cat and a car in different relative positions: **Neko wa kuruma no shita ni imasu**, **Neko wa kuruma no naka ni imasu**, **Neko wa kuruma no mae ni imasu**, **Neko wa kuruma no ueni imasu**, and so on.

**Note:** Sometimes, the use of position words is not what the students would expect based on their experiences with English. They may say **shita** where a Japanese would say **soko**, for example, because English allows such sentences as "I found the keys in the bottom of my backpack." If your students are catching on to the general concept, you may want to show in passing the difference between **Teeburu no ushiro ni imasu** and **Teeburu no mae ni imasu**. (The former is when you are using the table as a barrier, while the latter is when you are facing the table and using it for its intended function.)

Other possible problems may occur if several of the students have studied French or Spanish. They may say things like **\*mae no kuruma** when they *mean* to say **kuruma no mae**. Use drawings or toy objects to demonstrate the difference, just in case the situation comes up: **Machida-san wa isu no mae ni imasu** versus **Machida-san wa mae no isu ni imasu**.

Have students get up and gather around the table. Have each student describe where he or she is in relation to some of the other people in the class.

If you have not yet built your model town, clear the table of everything. Keep a running commentary going as you put the station, streets, parks and buildings in the right places: **Kore wa eki desu**. **Koko ni yuubinkyokuga arimasu**. **Yuubinkyoku wa eki no mae ni arimasu**, etc.

Once you have built the town, have the students describe it. Finally, give small groups of students sets of Cuisenaire rods, a large piece of poster board, and some markers and have them build an ideal town. The group members have to agree on where to put in streets, which buildings the town should have and where these buildings should go. Each group then has to present their community to the rest of the class.

## ACTIVITY 15

Put the map on the overhead projector, with the locations of Hayashi, Curtis, and Gibson marked.

## ACTIVITY 16

**Technique:** Put the picture on the overhead projector.

## ACTIVITY 17

**Additional activity:** Prepare a transparency with the people omitted from the picture. Narrate a paragraph describing where the people are. Have students come up to the overhead projector, and mark the locations of these people on the transparency.

**Additional activity:** Prepare two versions of a drawing or a map. Each version is incomplete, with different things missing. The list of missing things is at the bottom of the drawing. Students are paired and ask each other questions until the two drawings are complete and identical.

## ACTIVITY 18

**Technique:** This is a good place to review and expand on the use of adjectives. Practice the dialogue thoroughly until students are able to say the lines without looking at their textbooks. Remind them that the courtesy expressions are as important as the rest of the dialogue.

## LANGUAGE NOTE: SENTENCE-FINAL YO

**Note:** It has been observed that students tend to overuse *yo* and *ne* in writing and use them too little in conversation. Find opportunities to demonstrate the use of *yo*, *ne*, and *ka* with the appropriate tone of voice and intonation. You may want to do “oral fill-in-the-blanks” where you give a context, say a statement, and have the students supply the proper sentence-ending particle.

## ACTIVITY 19

**Technique:** Bring a box and a ball and demonstrate their positions by the Direct Method. It is always a good idea to let students take over once you have a sense that the most of them have caught on to the principle involved.

Pass out an incomplete drawing of a room, a house, a park, or some other place. Describe where the missing parts are and tell the students to draw them in.

## ACTIVITY 20

**Technique:** Put the map on the overhead projector, and do the first half of this exercise as a whole-class activity.

## ACTIVITY 22

**Additional activity:** Prepare two versions of the picture. Each picture is missing half the names of the people. The names of the missing people are listed below the picture. Students pair up and ask where the people are. Encourage them to use both the patterns (*X-san wa doko ni imasu ka* and [Place] *no [direction] ni dare ga imasu ka*) that are presented in Questions 1-8. If they get confused, reinforce the patterns by asking and answering a few model questions, emphasizing the similarity of the question and answer patterns: *X-san wa doko ni imasu ka. X-san wa asoko ni imasu. Asoko ni dare ga imasu ka. Asoko ni X-san ga imasu.*

## Numerals and Counters

**Note:** This is another major grammar area in Japanese, and it is a big one for speakers of languages that do not have counters. Speakers of Chinese, Indonesian, or other Asian languages have to learn an entirely new set of counters and word order. It takes a very long time to acquire this grammar point, and it has to be brought back again and again throughout the basic level.

### NUMBERS 1 THROUGH 10

**Technique:** To demonstrate and practice the Japanese system of one through ten, you can use simple objects that can be counted using this system, such as marbles, paper clips, erasers, small pieces of candy, or ages up to ten. Give everyone an opportunity to enumerate some objects with this system.

### LARGE NUMBERS

**Technique:** Bring in authentic materials showing large numbers, such as real estate or automobile advertisements, newspaper headlines (both in English and Japanese), technical articles, science books, etc., and have the students read out the numbers in small groups.

### SOME IMPORTANT COUNTERS

**Technique:** Bring in pictures of things, animals, and people, and describe how many of what is in each picture. Show students several items per counter so that they begin to form a sense of category. For example, show pencils, neckties, video cassettes, and teeth for *hon*; shirts, loose paper, wings, and cookies to show *mai*; and telephones, computers, cars, and refrigerators to show *dai*. The semantic categories for counters are culture-bound and are not transparent to those who are outside the culture. For example, students will be puzzled by the use of *hon* for cassette tapes, so you might take an old tape that you don't care about and unwind it enough to show them just why these objects are counted with *hon*.

Next, start asking *nan* + counter questions about each picture or about objects that are actually in the classroom. Ask the students how many pens, books, CDs, or other likely items they have in their backpacks, totebags, pockets, or purses. (You may have to reinforce *Noun wa arimasen*.)

### ACTIVITY 25

**Additional activity:** Bring in demographic statistics for your community listing such figures as population and income. Such compilations are published by the city government, the chamber of commerce, or local banks. Have the students read out the figures, and ask questions about the figures where possible.

### ACTIVITY 27 AND VOCABULARY: COUNTING PEOPLE

Ask the class to count their classmates out loud, and then ask how many are wearing sneakers (*Sunika no hito wa nannin imasu ka*), how many are 18 years old (*juuhassai no hito*), how many are natives of your area (*X-shusshin no hito*), or whatever else is characteristic of one or more students in the class. Find out what musical groups are currently popular with your students and ask them how many people are in each group.

## Expressing Likes and Dislikes: Suki and Kirai

**Note:** Suki and kirai were introduced in Getting Started, Part 3. This is the place to review and expand on these expressions, using as much different vocabulary as possible.

### LANGUAGE NOTE: DIFFERENT DEGREES OF LIKING AND DISLIKING, ACTIVITY 29

**Note:** It is important to practice the use of *amari/anmari* here.

**Additional activity:** Have students add more questions concerning Japanese language and culture, categorize them, and make the entire list into a coherent survey. Have them interview Japanese students on campus to determine how well they fit the “typical Japanese” pattern.

### ACTIVITY 30

**Technique:** Whenever you assign a survey activity, prepare a stand-alone grid with the questions on it and also the space for the students to write down the answers. It will facilitate the activity and also give students a sense of purpose and focus.

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activities:** Review the expressions used to describe locations. Discuss how many minutes away from a supermarket, library, or park their current residences are. What kind of transportation do they use to go there?

**Reading activities:** Scan the material quickly and tell what is mentioned in each paragraph. Compare the material with the map on p. 165.

**Postreading activities:** Have the students draw maps of their own neighborhoods and write short paragraphs based on these maps. Alternatively, have them trade maps with someone else, who will then write a paragraph about their map. Have several students describe their neighborhoods using a grid and compare the convenience of each neighborhood. Design a desirable or ideal neighborhood together on the blackboard. Students contribute one building or feature at a time as they describe where it is located on the map.

**Additional activity:** Students prepare simple descriptive material about their school and its neighborhood, using the real names and features.

#### WRITING 1

**Additional activity:** You may tell your students to add some creative statements about each place.



## READING 2

**Prereading activities:** Discuss differences between large cities and small towns. Which do the students like better? Ask them to imagine they are writing a brief promotional passage about their own hometown and ask what sort of information should go into it.

**Reading activities:** Make sure that the students know that they are *not* expected to understand every single item in the reading but to pick out what they recognize on the first pass. In the subsequent passes (they should read the passage two or three times), comprehension will become much easier. After they have a good grasp of the content, have them draw pictures depicting Hayashi's hometown.

**Postreading activities:** Read a short passage describing a different town and have the students write down the important information. Then compare it with the content of the passage in the book. Show photos of actual cities and towns and ask the students to describe them, using their own words.

**Additional activity:** Students write up a description of the community in which they live.

## Language Functions and Situations

### MAKING COMMUNICATION WORK

Prepare a few examples of each of the useful techniques in a more elaborate and realistic manner. You may want to enlist native speakers to brainstorm and write examples. After students have studied the version in the textbook, read out (or, better yet, find another Japanese-speaker to help you act out) the more elaborate version to give students some more exposure.

Draw students' attention to the Language Note about *aizuchi*. If you can find a scene in a video of a television program or feature film in which the speakers are using a lot of *aizuchi*, show it to the class.

### SHOWING LOCATION ON A MAP

**Technique:** Use an actual map and photos of various places and buildings. Introduce several adjectives used to describe them.

### ADDITIONAL SITUATIONS FOR CHAPTER TWO

- Asking about a neighborhood where one is considering renting an apartment
- Describing one's room to potential roommates
- Lost-and-Found

## Listening Comprehension

**Additional activity:** Prepare a couple of different versions of the script with the same picture. You may have students create their own scripts. Either you or the students can narrate the script.

## CHAPTER 2 CHECKLIST

**Technique:** Combine the functions and grammatical points as much as possible. For example, you can combine "Talk about community" and "Talk about places around town" with "Use adjectives and

adverbs," or "Count and express numerals and counters" with "Express existence." Require the students to use communication helpers for all the topics and tasks.

## Review Chapter 2

### ACTIVITY 1

**Follow-up activity:** Turn the "script" into guided conversation where each line is written out in the narrative. For example, write, "A asks if there is a good restaurant in the neighborhood and B assures A that there is,"" etc. Write all A's lines in one column and all B's lines in another column. Fold the sheet in half so both A and B see only their own instructions.

### ACTIVITY 3

**Technique:** When the students do paired interview work, encourage them to talk as much as they would if they were socializing for real and to take genuine interest in what they are discussing.

## Chapter 3: Everyday Life

### VOCABULARY AND GRAMMAR 3A

#### Schedules

##### VOCABULARY: DAYS AND TIMES OF DAY

**Technique:** Much of this material was introduced in *Getting Started*, so your challenge will be to review and expand on it, using activities that you have not used much up till now. Use the schedule or calendar to review and drill the vocabulary. Be sure to review the past tense expressions.

##### LANGUAGE NOTE: ASKING IF SOMEONE HAS FREE TIME

**Technique:** Make a meaningful drill out of the expressions listed in the Note.

##### VOCABULARY: DAYS OF THE MONTH

**Technique:** These are difficult expressions to remember and recite. Practice pronouncing them using a calendar page. Give ample input before you ask the students to pronounce them. From now on, ask your students what day it is at the beginning of every class.

#### ACTIVITY 2

**Additional activity:** Put a blank monthly calendar on the overhead projector. Have students create a typical monthly schedule for a student at their school and discuss it.

##### VOCABULARY: WEEKS, MONTHS, AND YEARS

**Technique:** Prepare a schedule of national, international, and local events and talk about when they took place, take place regularly, and will take place. Give ample input before you ask the students to discuss.

#### ACTIVITY 3

**Technique:** Use a calendar as a visual aid or cue.

#### ACTIVITY 4

**Additional activity:** Review the vocabulary for counting people by having the students count how many classmates were born in each month.

### The Basic Structure of Japanese Verbs

**Note:** Some students may profit from explicit explanations of the basic structure of Japanese verbs and form-focused exercises before doing communicative activities. Activities 5 and 6 are designed for this purpose.

Have students read the grammar explanation in the book thoroughly. Tell them in advance that this is a major area of Japanese grammar but that this section is only an overview, and that they are not expected to learn all the rules at once. The explanation is not meant for casual reading, so tell the students to read it mindfully, taking their time and writing down the main points if it helps them follow the thread of the explanation.

Once students have read the grammar explanation, go over the main rules with them in class. First, have them tell you what information about Japanese verbs they have gleaned. Summarize what they say on the board and supplement it with additional information. If you have international students in the class, ask them to compare the way verbs work in their first language with the way verbs work in Japanese.

It is not very useful or effective to give students additional handouts, charts, and diagrams at this point, since there are ample charts in the book, both in the text and in the appendix. In fact, it is not the charts themselves but the process of preparing them that helps learners. Have students devise their own charts and study tips and discuss them in small groups. Then have the groups report to class.

This is especially helpful if there is a wide performance gap in the class, an “upside down bell curve” with many students doing very well, an equally large number doing very poorly, and very few students in the middle. This pattern is often due to ineffective study techniques on the part of the poorly performing students, and these students may be more receptive to “success stories” from their classmates than to admonitions from you.

Again, this is only an overview of the Japanese verbs. Do not spend too much of your time and energy on it. Move on to the exercises.

## ACTIVITIES 5 AND 6

**Technique:** Have the students make these into games and competitions. They can often be quite creative at coming up with enjoyable drills.

## VOCABULARY AND GRAMMAR 3B

### Daily Activities

#### VOCABULARY: EVERYDAY ACTIVITIES 1

**Techniques:** Note that some of these words have already been presented in *Getting Started*. Use photos and pictures and ask the students to imagine the daily lives of the people pictured. Have students collect pages from magazines or draw pictures that show people doing various things and add them to your collection. Have students work in pairs asking about one another’s daily routines and then introduce their partners to others in the class. The trick here is to make the practice as realistic and personal as possible.

#### ACTIVITY 7 AND LANGUAGE NOTE: EXPRESSIONS OF (p. 197)

**Technique:** Tell the students to practice the model dialogue with emotional expression, especially the exclamations. *Waa* is not an easy expression to utter with comfort at the beginning. It is loaded with emotion, but its intonation sounds very alien. Students sometimes say it sounds like wailing, which, in their culture, carries a totally different kind of emotion. Students must be given some time to practice it. You may want to practice the expressions in the Language Note just for the sake of saying them. These are the sort of things students learn best with conversation partners. Seeing videos in which people use these exclamations not only lets students hear the proper intonations but also helps them realize that these are real Japanese forms of expression, not just strange sounds.

## The Nonpast, Polite Form of Verbs

### ACTIVITIES 8–12

**Note:** This is the first of the more specific verb explanations in the book. Students need to read the section carefully but not spend too much time trying to memorize the rules. Tell them to do Activities 8 through 13 carefully, one at a time.

**Technique:** Make Activities 8–12 into paired and team games for the whole class. Ask students to make each one into a fun but productive learning game. Have them conduct small group or all-class practice with each activity. Students may prepare flash cards, bingo, card and board games, verbal fill-in-the-blanks, or relays, which will all be effective.

### ACTIVITY 13

**Technique:** Before assigning this as a writing exercise, you may want to do it orally.

### ACTIVITY 14

**Additional activity:** Have each student write out her or his daily routine in English and give it to you in advance. Put a few on the overhead projector, one at a time. Have students ask and answer questions such as *Sumisu-san wa nanji ni okimasu ka*, *nanji ni asagohan o tabemasu ka*, and at the end have them guess whose schedule it is.

### ACTIVITY 15 AND LANGUAGE NOTE: CONNECTING SEQUENTIAL ACTIONS

**Technique:** Read out someone's daily routine, first without the connectors. In the second round, pause where you want a connector inserted, and have the students supply an appropriate one. In the third round, have the students do the same thing on their own.

### VOCABULARY: EVERYDAY ACTIVITIES 2

**Technique:** Bring in pictures to discuss these activities. Feel free to add to the list. Have students bring more pictures of people doing various things.

## The Past Polite Form of Verbs

### ACTIVITIES 18–25

**Technique:** Follow the same procedure as in The Nonpast, Polite Form of Verbs. Make the activities as personal and individual as possible and involve students in the process of designing and executing them. The topic is easy to relate to. Take advantage of it. If students need or want to know additional vocabulary such as *konpyuuta o tsukau*, *denshi meeru o kaku/okuru*, *hige o soru*, or *sukeeto boodo o suru*, you may tell them, because this will make the activities more personal.

**Additional activity:** Tell the students to keep a diary or log for a couple of days.

**Technique:** Make the activity into a grid or copy it onto a separate sheet so that it looks like a survey. Students first fill it out for themselves and then go around to interview two or three classmates. You may follow it up by asking how many people never drink coffee, how many always shower in the morning, etc.

## Particles Showing Grammatical Relationships

**Techniques:** By now students will have been asking about *wa* and *ga*, *e* and *ni*, and other particles. Tell them this is the place where they get a good overview of some of the most commonly used particles. Have them read the grammar explanation with the following questions in mind: 1) What does a particle do in relation to the rest of the sentence and what can it tell us?, 2) Where do particles occur in the sentence, and where can they not occur? and 3) What are the most commonly used particles and what do they signify? Students will be curious about particles, and they will volunteer information, so take advantage of it. Guide them in what to read for.

Some students really respond to demonstrations using Cuisenaire rods. Clear the table of everything. Say a sentence, laying down a rod for each word. Use different color rods for different parts of speech, or functions of the words. In the sentence, **Daigaku no shokudoo de hanbaagaa o tabemashita**, you may use three different colors for the three particles. There are only 10 colors, so you may stand the rods up at times, or double the rods to mark different functions of the words. Demonstrate the sentence a couple of times, possibly switching the position of **Daigaku no shokudoo de** and **hanbaagaa o**. Have students duplicate the sentence.

Another technique is to prepare cards listing several nouns, verbs, and particles. Call out a sentence, and have the students who have the cards stand in the right order in front of the room. Then call out a variation of the same sentence and have the students shuffle positions.

## PARTICLE MO

Have students pay special attention to the position of **mo** in various contexts.

## COMBINATIONS AND REPLACEMENT OF PARTICLES

Make sure that the students understand these rules. Occasionally, one encounters students who seem to believe deep down that particles are unimportant, because English gets along without them, or who have so much trouble learning particles that they simply give up and use them randomly.

Humor sometimes works with such students. Prepare drawings contrasting sentences such as **Kawamura-san wa sakana o tabemashita** and **Kawamura-san wa sakana ga tabemashita**, or **Enpitsu de kakimashita** versus **Enpitsu ni kakimashita** and **Enpitsu o kakimashita**. Looking at the silly situations pictured, students come to realize that the particles indeed play an important role in Japanese sentences.

However, once you have gone over the grammar section, tell students to “forget the rules,” and move on to the exercises. Being too conscious of the rules can actually hinder their active use of the language.

## ACTIVITY 28

**Alternative activity:** Have students make flash cards (small, 1" x 1"), each with one particle on the front, but with several copies of each particle. Make an enlarged copy of the paragraph and cut it up into phrases.

Read the paragraph a couple of times with the particles in place as the students listen with their books closed. Then pass out the scrambled phrases and ask the students to reassemble them with the appropriate particles and connectors.

If the entire paragraph is too long, do two or three sentences at the same time.

## VOCABULARY AND GRAMMAR 3C

### Weekends and Holidays

#### VOCABULARY: HOLIDAYS AND VACATIONS

**Technique:** When you introduce and practice new vocabulary for holidays and additional activities, recycle those students learned earlier in the chapter. Feel free to add things that are relevant to students' lives, such as local events or commonly observed ethnic festivals.

#### ACTIVITY 32

**Note:** To develop logical thinking in a new language, students need to practice connectors, especially disjunctive connectors, but it is not an easy task. You need to take time here so that they will have ample practice.

#### CULTURAL NOTE: NATIONAL HOLIDAYS

**Technique:** The best way to introduce students to Japanese holidays is to show video clips, slides, or picture panels depicting typical observances.

You may want to send your students to research appropriate Web sites or reference books and come back with a report on a particular holiday. If you have international students in your class, ask them about the holidays that they celebrate.

### Making Suggestions: -mashoo

**Note:** Be sure to explain and practice the contrast between -mashoo and -masen ka. Otherwise, you probably do not need to explain the grammar, since it is completely regular. Move quickly to Activities 33 through 37.

#### ACTIVITIES 35, 36 AND 37 AND LANGUAGE NOTE: MAKING A SUGGESTION

**Technique:** In addition to -mashoo and -masen ka, practice . . . wa doo desu ka as well. Make sure students understand the differences and direct them to use the three expressions accordingly. Have them come up with situations and act them out. Then have the class decide whether the expressions were used correctly.

### Conjoining Nouns: To and Ya

**Note:** This is a good place to have students recall the rules governing the use of grammatical particles in general, which many of them have a hard time internalizing. You may bring in Cuisenaire rods here and have students play with them or make flash cards.

#### Chapter-by-Chapter Suggestions

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activity:** Discuss what activities ordinary people regularly do on weekdays. Have students list the activities they do every morning in chronological order.

**Reading activities:** Have the students scan the material quickly and circle the words related to daily activities. Then, have them underline the time expressions indicating when those activities occur and fill in the time table. For the third round, ask students to read more carefully and add more information to the table, using a different colored pen.

**Postreading activity:** Create similar passages or ask native speakers to contribute passages describing their routine. Ask them *not* to simplify their language too much. Use these selections for skimming or guided scanning activities.

#### WRITING 1

**Additional activity:** Have students interview a classmate (or conversation partner) about her or his daily activities and write a short paragraph based on the interview.

#### READING 2

**Prereading activity:** Ask students to list things they do on weekends, but *not* on weekdays.

**Reading activities:** Scan the material quickly and circle the activities one commonly does on weekends. Focus on the usage of particles.

**Postreading activities:** Compare Readings 1 and 2 and discuss the difference between Linda's weekdays and weekends. Prepare paragraphs describing different (real) people's weekday and weekend activities and compare them with Linda's.

#### WRITING 2

**Additional activity:** Students write about their own or their classmates' weekend activities.

## Language Functions and Situations

### MAKING A PHONE CALL

**Note:** Students are not really ready to practice phone conversations in a meaningful, communicative manner yet. (They will learn more about phone conversations in Book 2.) Here the purpose and focus is to get students acquainted with very basic expressions and formulae such as *moshimoshi*; *hai, soo desu*; *ie, chigaimasu*, and *o-negai shimasu* in context.

**Technique:** Have students sit in pairs with their backs to each other and practice the four dialogues.

**Additional activity:** Have students call you up and leave a message on the answering machine. Tell them that your machine does not record the time when a message is called in, so they must tell you what time they called and when they want you to call them back.



## EXTENDING AN INVITATION

**Technique:** Tell students to practice each dialogue with expression. Direct their attention to expressions such as *Sore wa ii desu ne*, *Ii desu yo*, *Soo desu ka*, and *Zannen desu ne*. Practice how to decline gracefully: *Sumimasen*, *Mata kono tsugi*, *Demo, ima wa chotto*. . .

**Additional activity:** Have students prepare a short memo like the one shown in this section and address it to someone in the class. As a follow-up exercise, you may collect all the memos and have students guess who wrote each one.

**Additional situations for Chapter 3:** Describing one's daily life to a medical doctor, checking out an alibi, planning for the weekend.

## Listening Comprehension

**Technique:** Instruct students to take detailed notes as they listen to the recording.

## CHAPTER 3 CHECKLIST

**Technique:** As in Chapter 2, have students conduct review exercises for the class. As before, you may combine several topic areas. Require everyone to pay particular attention to the proper use of grammatical particles. Refer to pp.105–107 of this manual for sample guidelines.

## Review Chapter 3

### Review Activities

#### ACTIVITY 1

**Additional activity:** Have students bring two or three similar exercises and share them with the class.

#### ACTIVITY 3

**Additional activity:** Once students have answered for themselves, they mix and mingle to find the perfect match. They may then join with this “perfect match” partner to do the rest of the activities.

#### ACTIVITY 5

**Technique:** To add authenticity, say that this is a lifestyle survey of your campus, and that the students are to be pollsters, trying to determine if the school is suitable for Japanese exchange students. Tell them to write out the survey neatly, and have them show you a draft at least the day before for a quick inspection. Encourage them to make the survey as realistic as possible.

#### ACTIVITY 6

**Alternative activity:** Brainstorm. Ask students to think up as many activities as possible that they do daily and routinely. Put them on one side of the board. Then ask the class to tell you where they do each activity. There should be multiple answers.

# Chapter 4: Weather and Climate

## VOCABULARY AND GRAMMAR 4A

### Weather

#### WEATHER REPORTS AND VOCABULARY: WEATHER AND CLIMATE

**Note:** Explain that weather is a common topic in Japanese people's everyday life. Refer to the Language Note: Talking About the Weather. You may direct students to some articles and books that mention Japanese people's feelings about weather and the seasons.

**Techniques:** Bring additional pictures and photos showing various weather conditions when you introduce weather terminology.

Bring weather maps from newspapers and describe the weather in various locations on the maps.

On a large poster board, draw four countries in four different colors. Make cutouts of weather symbols such as clouds, snowflakes, suns, wind, and rain. Also make signs designating various temperatures. As you describe the weather of the various regions in each country, attach the appropriate symbol to the map with removable adhesive. Give ample input before you let students describe the weather. Later, have them do the entire procedure.

Bring in some Japanese newspapers or refer the students to the Web sites of principal Japanese newspapers so that they can see what the weather reports look like. Have students take turns reporting on the weather in Japan every day at the beginning of the class.

In order to function in Japanese society, students must know how to convert between the Celsius and Fahrenheit temperature scales. Refer them to the Culture Note: °C.

#### ACTIVITY 1

**Additional activity:** You can make your own table including several major cities in your own country. Also, students can review the expressions for liking and disliking using weather terminology: *Donna tenki ga suki desu ka*, *Furorida no natsu wa kirai desu*, etc.

### Conjugating Adjectives

**Techniques:** This is a totally new concept for many non-native speakers of Japanese, and takes some getting used to. First they must get comfortable with the forms per se. Have them practice pronunciation with some of the longer ones, such as *atacakatta* and *atacaku nakatta*.

Bring in pictures showing various weather conditions, objects and people to practice describing things with adjectives. (Be sure to practice the negative forms and na-adjectives as well.) Use pantomime to elicit adjectives from students. Show objects or pictures of opposites.

#### ACTIVITY 3

**Technique:** Play *Amanojaku*.

#### ACTIVITY 4

**Technique:** To involve as many senses as possible, designate positions in the front of the classroom for the Polite Affirmative Non-Past, Polite Affirmative Past, Polite Negative Non-Past, Polite Negative Past, Plain Affirmative Non-Past, Plain Affirmative Past, Plain Negative Non-Past, and Plain Negative Past forms. Structure it so that differences are obvious enough but common elements are also obvious among the distinctions. Place one or a group of students in each position. Read out a sentence such as *Ano eega wa omoshiroku nai*, at which point the students must raise their hands or stand up when a phrase with “their” form of activity (the Plain Negative Non-Past in this case) is said. Move the students around and do a few more sentences.

#### ACTIVITY 5

**Additional activity:** Work from the opposite direction. Give the second half of the sentence and ask the students to come up with the *ga* clause.

#### ACTIVITY 6

**Alternative activity:** Make it a listening and speaking alternative.

#### ACTIVITY 7

**Technique:** Bring a map of Japan with the cities marked.

**Additional activity:** Students report yesterday's weather for some city and have the class guess which city it was.

### Comparatives and Superlatives

This is one of the major grammar areas in any language. It takes a long time for non-native speakers to acquire the structure. Even though concepts are universal, the way they are manifested in the grammar is very complex.

Cuisenaire rods and other actual objects work very well in demonstrating the patterns of comparison. Be prepared to spend thirty to forty minutes presenting and practicing the patterns: *X wa Y yori adjective desu*, *(X to Y de wa) X no hoo ga (Y yori) adjective desu*, *Y wa X hodo adjective ja arimasen*. Take your time and do one pattern at a time with ample input. Add the next pattern carefully, showing the abbreviated patterns as well. Start with the simpler patterns and add the more complicated ones gradually. The students practice each pattern as it is introduced. After students have practiced statements, show how to ask questions. The rods, objects, and pictures will keep students' attention focused. In the second hour, introduce adverbs used with comparatives (see Language Note: Adverbs Used with Comparatives), and the superlatives.

Introduce the dialogues once students have had adequate exposure to the patterns.

#### ACTIVITIES 8-12

**Technique:** Have each student compile a simple survey, comparing one aspect of two cultures. Students work in small groups interviewing each other. You may want to assign two or three students per day to bring and conduct a survey.

## ACTIVITY 13

**Alternative activity:** Make a **kanji/ kana** version of the chart.

VOCABULARY LIBRARY: PRECIPITATION AND OTHER WEATHER TERMS, AND CULTURE  
NOTE: TYPES OF RAIN

**Technique:** Introduce some common onomatopoeic terms by showing pages from children's books and comics. This is a good place to introduce students to one of the common uses of katakana.

Introduce the vocabulary in the Vocabulary Library using onomatopoeia: **Shitsudo ga takai desu nee. Mushimushi shimasu nee; Kosame wa shitoshito hurimasu, Arashi wa, kaze ga byuubyuu hukimasu, Ame ga zaazaa hurimasu, etc.**

## ACTIVITY 14

**Additional activity:** Find an authentic chart similar to the one used in the activity, and have students generate comprehension questions. You can have students bring statistics found in travel brochures, social science textbooks, and chamber of commerce literature, or on the Internet.

## The Past, Plain Form of Verbs

**Note:** First, explain that a form does not usually have any inherent meaning but begins to mean something only in context. The first use of this form is to make a statement or question in an informal style, such as when one is speaking to a close friend or family member. As explained in the text, the form will be used in several other significant grammatical structures. You may want to compare the way the Japanese language connects components and the art of dovetailing; you have to have the right shape verb ending to connect to the next component.

## ACTIVITIES 15–16

**Technique:** Work on the form first. Have students work in small groups to figure out how to learn the forms effectively. Have them come up with games and drills and let them drill each other. At this point, it is better to focus on drilling the form rather than doing communicative activities with the form.

## Explaining a Reason: . . . no da

This is an elusive grammar point because of its lack of a direct English equivalent. Stick with the explanation in this section for the moment. Students tend to remember that this construction has something to do with a reason because of the title of this section. Make it clear that it is not just a reason but a reason for some event or information known to *both the speaker and the hearer*. Tell students to listen for it in context.

## LANGUAGE NOTE: ANSWERING NEGATIVE QUESTIONS

**Note:** This is something you need to train students to acquire at an early stage. Practice it in meaningful drills at the beginning of the class everyday.

## ACTIVITY 18 AND LANGUAGE NOTE: ASKING AND ANSWERING WHY?

**Note:** The *naze/dooshite* questions are perhaps the most important questions to practice in class. When you do warm ups at the beginning of the class, ask realistic “why” questions, and don’t let the students off the hook easily. Keep asking “why, why, why.” Since you do not need to include “because” in English answers, students often transfer this habit into Japanese, so you need to remind them to include *kara* in their Japanese responses.

## VOCABULARY AND GRAMMAR 4B

### Enjoying the Four Seasons

#### VOCABULARY: SEASONS AND SEASONAL ACTIVITIES

**Techniques:** Introduce seasons entirely in Japanese by linking them to months of the year: *Natsu wa rokugatsu kara hachigatsu made desu*, etc. Talk about the four seasons in Japan and weather throughout the year, including the *tsuyu*. Show that Okinawa and Hokkaido do not share the same kind of weather and climate. Describe the activities that are traditionally associated with the seasons.

#### ACTIVITY 22 AND LANGUAGE NOTE: LINKING DISJUNCTIVE CLAUSES WITH KEREDOMO

**Technique:** Practice *keredomo* and similar expressions before doing Activity 22.

### The Te-Form of Adjectives and the Copula and The Te-Form of Verbs

Emphasize that this is one of the most useful forms that the students will learn this year, because it is used in so many constructions.

Have students read the grammar sections carefully, making note of the uses described in it. Stick with the uses in this section for the time being and focus students’ energy on acquiring the form. Simple drill-like tasks such as Activities 23, 24, and 25, and Activities 27 and 28 are appropriate.

Once the students have had sufficient practice, you can hold a “-te form bee” similar to a traditional spelling bee. Have two students at a time come forward. Show them a card on which the plain non-past form of a verb is written. The first student to give the correct -te form receives one point, the other student sits down, and a third student comes forward to challenge the “winner.” Repeat this until everyone in the class has had a turn. The student with the most points (the one who has defeated the most challengers) is the ultimate winner.

#### LANGUAGE NOTE: CONJOINING SEQUENTIAL ACTIONS

**Note:** Once students learn alternatives to *soshite*, *sore de*, and *sore kara*, they have fun using -te, but -te *kara* does not come naturally. You have to encourage them to use it whenever possible.

#### ACTIVITY 29

**Additional activity:** Play a game where each student adds a -te clause to the previous student’s utterance. You may split the class into two teams and have the teams take turns adding one -te clause at a time.

## VOCABULARY AND GRAMMAR 4C

### Forecasting

#### VOCABULARY: FORECASTING

**Technique:** Show pictures of various weather phenomena. As before, describe the phenomena with onomatopoeia and adjectives.

#### ACTIVITY 30

**Additional activity:** Have each student bring a picture of a place and prepare a description of the weather in that place. The student narrates the description, and other students ask for additional information. This works well in groups of three or four.

If your students come from several different parts of the country or the world, ask them to write an imaginary weather forecast for their hometown. This is especially interesting in the winter, when climates are likely to vary the most.

#### ACTIVITY 31

**Additional activity:** It is always effective to involve students in making up activities and exercises. Be sure to give them clear instructions on the purpose of the assignment. Ask each student to contribute to the activity.

### Expressing Probability and Conjecture

**Deshoo** has a very specific, limited use. When you practice, try to use it mostly in weather forecasts. **Ka mo shiremasen**, on the other hand, is used often, so spend some time getting the form down.

#### ACTIVITIES 34 AND 35

**Additional activity:** Listening practice. Divide the students into small groups. Read tomorrow's forecast for one or two cities in Japan aloud from a Japanese newspaper to each group and have students write down the information, which they then report to the other groups. Afterwards, reconstruct the national weather report from the students' notes.

#### ACTIVITIES 36 AND 37

**Additional activity:** Show a video of a weather report from Japanese television or your local television weather report. Then turn off the sound and have the students do a "voice-over."

# LANGUAGE SKILLS

## Reading and Writing

### READING 1

**Prereading activities:** Discuss the normal components of an English letter. No glosses are given for this material, so you should explain unfamiliar words, expressions, and kanji beforehand.

**Reading activities:** Scan the letter quickly and find the differences between Japanese and English letters. Scan it again and tell what weather and climate words are included and where. Focus on the use of te-forms and past tense forms.

**Postreading activities:** Show the students some actual Japanese letters: formal, informal, business, and special occasion letters. Discuss the custom of referring to the weather in the opening passages of letters.

### WRITING 1

**Objective:** The students will learn how to write a simple personal letter.

**Technique:** Have the students imagine that they are in their favorite vacation spot and want to write a simple letter home to a classmate. They have to include a description of the place, the weather, and their activities. After rewriting, the students can actually exchange their letters.

**Alternate activities:** Instead of writing to a classmate, students can write postcards or e-mail and send them to you or to actual people in Japan. If your institution has exchange programs with Japanese institutions, you may want to ask the faculty at those places if they can help you. You will have to set this kind of language exchange up before the semester begins, so plan ahead.

### READING 2

**Prereading activity:** Bring in actual travel guides and brochures written in English and check what kind of weather information is included.

**Reading activities:** Students should scan the material as quickly as possible and circle words related to seasons, weather, and climate. Have them fill in the table. Tell them to read the material more carefully in the second round, and add more information to the table, using a different color pen. Compare the information included in this material with that included in the brochures that the students read earlier.

**Postreading activities:** Read the weather and climate information for a city out loud and have the students fill in a grid. Have students compile a brochure for the city they live in.

## Language Functions and Situations

### ASKING QUESTIONS ABOUT THE JAPANESE LANGUAGE

**Additional activity:** Have students come up with similar situations and questions in advance. Compile them in a handout and distribute it to the class so that the students can go around to their classmates asking for help.

## ASKING FOR ASSISTANCE WITH KANJI

**Additional activity:** Make this into a mock phone conversation. Give students kanji that are easily broken into simpler units, such as *taifuu no tai*. Have the students describe the kanji to the partner who is on the other end of the line.

## ADDITIONAL SITUATIONS FOR CHAPTER 4

Deciding where to spend a vacation, talking about a place visited in the past, deciding which of three cars to buy, etc. Ask the students to come up with realistic situations in which they will need to use the grammar and vocabulary they have learned in this chapter.

## CHAPTER 4 CHECKLIST

**Technique:** When you have your students create and execute their own review exercises, you may want to combine several vocabulary and grammar items to encourage the creation of comprehensive activities. Refer to pp 105–107 of this manual for sample guidelines.



## Chapter 5: Hobbies and Leisure Activities

### VOCABULARY AND GRAMMAR 5A

#### Hobbies and Pastimes

##### VOCABULARY: HOBBIES AND LEISURE ACTIVITIES

**Technique:** To introduce the vocabulary, prepare matching, mapping, and ranking exercises. The number of vocabulary items may seem excessive, but have students identify which ones they would most likely use, which ones they may need to know, and which ones they have a very remote chance of using.

#### Interrogative + ka/mo/de mo

**Technique:** Have students figure out the patterns. Put them in small groups to look over the charts and reorganize them in the way that makes the most sense to them. This grammar point is very confusing because the English determiners, “some” and “any,” have multiple meanings that ordinary native speakers are not aware of. They must first be made aware of these multiple meanings so that they can then find their Japanese counterparts.

Once students learn the Japanese system, which is very regular, they find the expressions to be very useful.

It requires concentration to keep nani ka and nani ga separate. Do meaningful drills repeatedly with both expressions.

##### VOCABULARY LIBRARY: MORE HOBBIES

**Note:** Students are not required to know every single vocabulary item. They should understand, however, that they need to create an individualized list of essential vocabulary, either on paper or in their head, adding items to their repertoire beyond what is required for the course or what appears in the textbook.

They will be unfamiliar with many of the specifically Japanese activities such as *sumi-e* or *shamisen*, so you may want to bring in some pictures or actual items associated with them.

Have students create matching, mapping, and ranking exercises with the new vocabulary and share them with the class.

##### CULTURE NOTE: SHOOGI, MAAJAN, PACHINKO

**Techniques:** Send students to surf the Internet or to look up entries on various Japanese pastimes in the *Encyclopedia of Japan*. There is an abundance of information on Japanese hobbies and pastimes, including entire books on such topics as Japanese baseball, *go*, and the various traditional arts and crafts. Have students make brief presentations of their findings in class.

Your local Japanese consulate or Japan Foundation office may lend out videos describing traditional Japanese arts and pastimes. You may ask a relative or friend living in Japan to videotape a portion of a sumo match or an NHK educational program offering a step-by-step demonstration of some traditional craft or performing art.

You do not necessarily want to take up a lot of class time talking about Japanese culture in English, but you may want to set up an evening or weekend party at which students can watch cultural videos, see live demonstrations of Japanese pastimes by members of the local Japanese expatriate or immigrant community, and even try playing *go*, *shoogi*, or mah-jong.

## VOCABULARY AND GRAMMAR 5B

### Sports

#### VOCABULARY: SPORTS

**Technique:** Prepare matching (pictures and words, words and definitions, etc.), mapping, and ranking exercises to give ample input. Feel free to add words, especially if they are *katakana* words. Sound them out and have students guess what they are. You may also introduce related vocabulary such as *booru*, *raketto*, *gooru*, *kyacchaa*, etc. Have students mime an activity for their classmates to guess.

#### ACTIVITY 7

**Additional activity:** Have students come up with additional descriptions and definitions of sports.

### Describing Abilities

**Note:** Explain the differences between *joozu* and *tokui*, on the one hand, and *heta* and *nigate*, on the other, and practice all four in context. Have students think of situations in which one is used and the other is not.

#### CULTURE NOTE: WHEN YOU ARE PRAISED

**Note:** Emphasize to students that they should be modest when someone praises them.

#### VOCABULARY LIBRARY: MORE SPORTS TERMS

**Note:** These are optional words. You may supplement or replace this list with sports terms that are more relevant to your community, if you like. You may want to introduce extra vocabulary in context by using the names of famous people: *Jackie Joyner Kersee wa rikujookyooji no senshu desu*, etc.

### Nominalizers: Koto and No

#### ACTIVITIES 12–14

**Note:** Practice briefly the subtle differences between *koto* (objective) and *no* (personal). Refer to the grammar notes for details.

## Potential Form of Verbs

**Techniques:** Since students have to struggle to acquire the form on their own, put them in charge of making effective drills on this grammar point. Some of them may produce non-existent forms, such as saying \*wakareru when they are trying to express the idea of being able to understand. If students ask, tell them about the form rikai dekiru. They may also try to use the potential with adjectives based on an analogy with such English forms as “that can be dangerous.” Explain to them that Japanese does not express that particular idea with the potential.

**Additional activity:** Divide the students into small groups and have them set up mock companies with “job openings.” The group members should decide what kind of questions the “human resources officer” should ask, such as: Nihongo de tegami ga kakemasu ka, Asa hachiji ni koraremasu ka, Doyoobimohatarakemasu ka, etc. Tell them to include Question word + ka questions, such as Nani ka tokui na supootsu ga arimasu ka. Once the questions are ready, each group sends one of its members to another group for an interview, etc.

## VOCABULARY AND GRAMMAR 5C

### Family

#### VOCABULARY: FAMILY

**Note:** This is a crucial area of grammar, vocabulary, and culture in Japanese. It takes a long time to grasp the full range of familial terminology and expressions. You must present and practice this point systematically and gradually. Despite the length of the list, however, the core vocabulary may not be enough to describe individual students’ situations. For example, many students will ask for the equivalents for “stepmother,” “half sister,” “foster child,” or “adopted child.” Merely giving the lexical equivalent in Japanese is not good enough, and sometimes it is inappropriate, unless you can explain the social connotations of these words.

Give concrete examples by bringing in a photograph of your own family or by drawing two or three generations of your family tree on the board or overhead projector. Emphasize that this is *your own* family.

One term you may want to introduce is *oyako*. If you can find some authentic material that has the term in it, show it to the class on the overhead projector, just for reference. Also mention that this is one of those words that has no one-to-one correspondence with an English word.

Ask students from other cultures about how kinship terms are organized in their community or country. (For example, the Chinese use entirely different words for paternal and maternal grandparents.)

**Techniques:** Make a two-sided copy of the two lists of family terms and have students study them at home. In class, students are paired and are allowed to look at the side that their partner is not looking at. They then take turns matching the “my” and “other” terms orally.

Show the family trees of various people, real or fictitious, on the overhead projector. Students especially enjoy presentations that feature the family trees of television characters such as *The Simpsons*.

Ask students to bring in photographs or drawings of their own families and introduce them to the class. Some students show a great deal of creativity, bringing in entertaining drawings or using

stuffed animals or dolls to represent their relatives. Be aware that some students may come from non-traditional families.

#### VOCABULARY: PEOPLE, AND VOCABULARY LIBRARY: MORE FAMILY TERMS

**Note:** You may include these words in the back-to-back exercise described above.

#### LANGUAGE NOTE: MY FATHER, YOUR FATHER

**Note:** Explain that when you address your father, or refer to him within the family, you use the respectful term *otoosan*. You use *chichi* when you speak of him to an outsider. To do otherwise sounds childish. More of this is explained in Language Note: How to Address Family Members (p. 365). You may want to mention children's use of kinship terms to address older people (*ojisan*, *oneesan*, etc.), the difference between the way older and younger siblings are addressed, and the use of *boku* as the equivalent of "you" when addressing small boys.

### The Te-Form of Verbs + Imasu

**Note:** This is one of the most versatile expression in Japanese. First, students must know the *te*-form of verbs thoroughly. Tell them to study the grammar section carefully, noting how many functions *-te imasu* has. In class, check their understanding of the concepts by asking them to explain them in their own words.

Bring in pictures or photographs of people doing various activities. Ask the students to describe what the people are doing. Alternatively, ask the students to bring in pictures of people doing things and describe them.

**Gesture Game:** Give a student a card describing an activity (for example: "Vampires are chasing you. Run!") The student pantomimes the action to the class, and the class guesses what he or she is doing. TPR is also a good device for demonstrating this structure.

#### LANGUAGE NOTE: HAVE YOU ALREADY EATEN? AND LANGUAGE NOTE: SOME TIME EXPRESSIONS

**Technique:** Direct your students attention to these two Language Notes. From now on, ask students every day if they have eaten breakfast or lunch, depending on what time of day your class takes place.

### Relative Clauses

**Techniques:** Give ample input. To a great extent, students can pick up at least a passive knowledge of this structure simply by listening. You can use the same pictures that you used in reinforcing the *-te imasu* forms. For example, if you have a picture of a child eating a hamburger, you can say *Kore wa hanbaagaa desu. Kodomo ga tabete iru hanbaagaa desu*. Showing a picture of a person working at a computer, you can say, *Kore wa konpyuuta desu. Kono hito ga tsukatte iru konpyuuta desu*.

Other effective ways of demonstrating relative clauses are describing pictures of people and things (*Isu ni suwatte iru otoko no hito wa Amerika-jin desu.*), defining and describing concepts and things (*Yakyuu wa kyuunin de suru supootsu desu*), or asking questions about pictures (*Koko wa nani ga dekiru tokoro desu ka*).

In subsequent classes, do meaningful drills, asking questions such as **Kyoo, mada kite inai hito wa dare desu ka.**

#### ACTIVITY 35

**Additional activity:** Ask each student to contribute one new question.

#### ACTIVITIES 37–38

**Technique:** Put these activities on a separate sheet in grids. Students carry the sheet around as they interview their classmates. If you want, you can ask the students to contribute other descriptions.

### Describing a Change in State: **Naru**

**Technique:** Use “before and after” photos and pictures depicting changes for the presentation of **naru**, such as a child at different ages or a green apple and a red apple. Have students contribute drawings and photos and make up their own descriptions.

Include examples with **suki**, **kirai**, **joozu**, and **heta**, such as **Mae wa sushi ga kirai deshita ga, suki ni narimashita**, or **Gibuson-san wa mae wa piano ga heta deshita ga, joozu ni narimashita**.

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activities:** Discuss what information is included in the schedule of continuing and community education classes. Look at the realia and check what information is included. Check what courses are offered in local continuing education programs. What kind of people would take those courses? What course could you teach? If you were to write an ad for such a course, what sort of information would you include?

**Reading activities:** Students should scan the material quickly and circle the course title, instructor, class date, class time, and tuition. On the second round, students add additional information to their notes with a different color pen.

**Postreading activities:** Students should do the conversation practice that accompanies this reading selection. Have them write a short but attractive ad for a course they would like to teach.

#### WRITING 1

**Additional activity:** Have students make up a class schedule for a culture center they would like to run.

## READING 2

**Prereading activities:** Discuss what questions the students would ask if they wanted to investigate how people spend their time off. Ask what the students themselves normally do when they are free. Which activities are the most meaningful to them? What do you think are the differences between how students spend their time off and how employed people (including yourself) spend their time off? Why?

**Reading activities:** Scan the material quickly and rank the activities according to the After You Finish Reading task. Go over the passage a second time, and add more information to the notes.

**Postreading activities:** Discuss differences between the students' activities and those of employed people.

## WRITING 2

Students compile their own survey and conduct it in the class to use as a basis for a short report in Japanese.

## Language Functions and Situations

**Additional situations for Chapter 5:** Inquiring about continuing and community education courses; applying for admission to a culture center class; explaining what you need (equipment, money, etc.) to do a certain hobby or sport; gathering information about someone's family for a marketing firm; a simple job interview; radio announcers covering an event live and describing the on-going actions.

## CHAPTER 5 CHECKLIST

**Technique:** Put students in charge of creating and leading review exercises. Tell them *not* to create mere grammar exercises or single-focus exercises but to pick two or three objectives and combine them somehow into a review exercise. They can use any of the activities in the book and workbook as models. Refer to pp. 105–107 of this manual for sample guidelines.

## Review Chapter 5

### ACTIVITY 1

**Additional activity:** Have students write a similar description of their hobbies and pastimes. Pool the descriptions, and make them into a guessing game of what the hobbies are and who the people are as either you or volunteer narrators read the descriptions.

### ACTIVITY 2

**Additional activity:** Make a few more descriptions of people using negative forms, such as *Okanemo hima mo nai hito*, *Samui kisetsu ga suki ja nai hito*, *Konpyuutaagemuga dekinai hito*, etc., and follow the same procedure.

### ACTIVITY 3

**Alternative activity:** Require each student to turn in a paragraph describing one of her or his family members. The paragraph must include basic biographical data as well as hobbies, likes and dislikes, plans and desires, and routine and recent activities. The students must write their paragraphs as first-person narratives. On the day of the activity, students are divided into groups of three or four, and each student is given a paragraph written by someone else in the group. Students take turns reading the paragraphs and guess who wrote them.

### ACTIVITY 4

**Additional activity:** Students bring photos or pictures of their own families doing various activities along with three questions to ask about the photo or picture.

### ACTIVITY 5

**Additional activity:** Each student comes up with one new “qualification” and tries to find people with that qualification or ability in the class.

## Chapter 6: Food

### VOCABULARY AND GRAMMAR 6A

#### Foods and Beverages

##### VOCABULARY: FOODS AND BEVERAGES

**Techniques:** Begin by asking in English what vegetables, fruits, and foods students like to eat, where they get them, when (in which seasons) they are available, and what's available now. Ask also how much each item costs and how much of it they eat. It may be possible to ask some of these questions in Japanese.

Prepare input vocabulary exercises: matching pictures with words, matching the definitions with the words or pictures, mapping a list of food items into categories, and Odd Man Out. Bring pictures of common and not-so-common Japanese fruits and vegetables, seafood, and meats for show and tell. Even things such as sweet potatoes, carrots, mushrooms, pears, and apples do not look quite the same in the two cultures. Use the pictures—Japanese supermarket advertisements can serve as a great visual aid—to describe and discuss which types of produce are common and popular in Japan. Specify the season in which the various items are available and consumed. The students may not be aware of the strong seasonal connotations that certain fruits and vegetables have in Japanese culture.

When you do mapping and classifying, point out that *yasai* is not always “vegetable,” and *kudamono* is not always “fruit.” These two pairs of words are not complete equivalents. What confuses students most frequently is “tomato.”

Introduce the vocabulary entirely in Japanese. Students are naturally interested in the topic, and the grammar and unfamiliar vocabulary will not be threatening to them. They usually show genuine enthusiasm in trying to learn new words. Example: *Kore wa remon desu ne. Konoremon wa Karihuorunia san deshoo. Remon wa nan ni tsukaimasu ka. Soodesu ne. Sarada doresshingu ni iremasu ne. Sore kara, koocha ni irete, remontii o tsukurimasu.*

Some students have trouble distinguishing *yasai*, *yasui*, and *yasashii*. If this confusion arises in your class, ask the students to think up some clever mnemonics.

##### ACTIVITY 2

**Note:** This is a good input activity for reviewing relative clauses. The topic is easy to relate to, and students are able to focus on the content as they pay attention to the form.

**Techniques:** Have students come up with additional *Nazonazo* or *Jeopardy*-style questions.

##### VOCABULARY: MEALS AND RESTAURANT

**Techniques:** Bring pictures of various types of Japanese eateries, preferably some that show signs designating the type, such as *chuuka ryoori*, *oden*, and *yakitori*, as well as Western imports such as *Makudonarudo*. If you can, bring in photographs that show a street full of various types of restaurants or the restaurant area of a department store. Describe the pictures entirely in Japanese. Discuss the types of food each restaurant serves, if it is fancy or inexpensive, what time of day it is open, and who goes there.



If your community has a Japanese-language bookstore, it probably stocks illustrated dining guides and food shopping guides geared toward the English-speaking traveler or resident, and your students will enjoy looking at them.

LANGUAGE NOTE: KOMI, RAISU, GOHAN

**Technique:** Draw or find pictures of *ine*, *kome*, *gohan* (both meanings), and *raisu* and drill the vocabulary with picture cues.

Refer the students to Web sites or reference books that tell about rice in Japanese culture.

### ACTIVITY 3

**Alternative activity:** Have the students make up a class questionnaire so that the questions are a little more personalized. Tell them that they are conducting a survey of college students' eating habits and that they have to construct their questions carefully to obtain an accurate picture of what college students eat these days.

CULTURE NOTE: WHAT DO JAPANESE EAT?

**Technique:** Send the students to Web sites, English-language dining and shopping guides for Japan, or reference books on Japanese culture. Assign each student a different topic: fast food, Japanese-style dining, vegetarian alternatives, soy products, gourmet food, recent changes in the Japanese diet, regional specialties, traditional desserts, etc., and have them make brief cultural presentations. You can also have the students adapt Activity 3 to interview native speakers on your campus.

## Expressing Experience: The Ta-Form of Verbs + *koto ga aru*

**Note:** You may want to point out that you can use . . . *nenmae* in *koto ga aru* constructions, even though you cannot use ". . . years ago" in English present perfect sentences.

Because we explain this structure in terms of "past experience," students sometimes overuse the construction when they simply want to say that something was "quite an experience," such as eating *natto*. Remind them that *koto ga aru* is typically used in asking and answering the question, "Have you ever. . .?"

**Technique:** Have students collectively make up a survey on local tourism. They should prepare a questionnaire that will collect data on what visitors to the area do and have done while they are there.

VOCABULARY LIBRARY: MORE FOOD WORDS, JAPANESE FOOD, MEALS

**Techniques:** Bring in realia, especially Japanese food items. (Dried and boxed foods are the easiest to handle.) Bring Japanese food ads and have students look at the prices, packaging, portion sizes, and popularity of various foods. The *katakana* and numbers on the packages will stand out for the students, and they will be able to read them easily.

## Expressing a Desire: Hoshii, Hoshigaru, -tai, and -tagaru,

LANGUAGE NOTE: ASKING WHAT SOMEONE WANTS

**Note:** The conditions governing the use of these expressions are heavily culturally loaded. Mention the importance of the social constraint explained in the Language Note and do a lot of drills.

ACTIVITIES 10-14

**Technique:** To illustrate the use of **-tagaru**, show the students some transparencies (or drawings) depicting several people who are thinking about something or some activities. For example, draw a thought balloon containing an object or activity. Ask what each person wants to do: **Machida-san wa kon'ya nani o tabetagatte imasu ka.**

ACTIVITY 15 AND 16

**Technique:** First make sure students see that in these two activities it is indeed appropriate to discuss desires using the new expressions. Explain why.

## VOCABULARY AND GRAMMAR 6B

### Flavors and Tastes

VOCABULARY: FLAVORS, TASTES, AND SEASONINGS

**Techniques:** First show food items, including spices, and seasonings that are **amai**, **karai**, **shiokarai**, **suppai**, **nigai**, and **shibui**. (Students may have trouble understanding exactly what **shibui** means unless they have eaten an unripe persimmon.) Ask students in advance to bring pictures of foods and realia to discuss their flavors and tastes.

Bring **miso**, **shooyu**, **mirin**, and **ajinomoto**, or pictures of them, and discuss their flavors and tastes. Have students work in small groups to describe the items.

### Expressing an Opinion: . . .to omou

**Note:** Point out that thoughts in the past are expressed by . . . **to omoimashita**. When **omou** is negative, it needs to be accompanied by **wa**, as in **Takai to wa omoimasen**. What you have been thinking for some time is expressed by . . . **to omotte imasu**.

Mention that . . . **to omou** is not totally equivalent to "I think . . ." The Japanese counterpart marks the fact that what you say is an individual opinion or perspective. It is not used to describe the act of thinking something over.

**Technique:** Show a few "mystery" pictures or parts of pictures that show objects that are not obviously definable. Ask, **Nan da to omoimasu ka.**

## **-Sugiru**

**Technique:** Have students identify and describe real people who are extremists and phenomena that are excessive. Put down the names of the people or phenomena in the left column and the “excesses” in the right column, but arrange them so that the left and right columns do not match. The next day, students have to match the right and left columns.

### ACTIVITY 22 AND LANGUAGE NOTE: ASKING FOR AND EXPRESSING OPINIONS

**Additional activity:** Make a questionnaire about Japanese foods that are unlikely to be familiar to your students. Students work in pairs, or everyone gets up and mingles, asking questions such as *Hijiki wa donna aji da to omoimasu ka*, *Zenzai wa donna aji da to omoimasu ka*, for five minutes. Instruct the students to use as many newly introduced adjectives as possible. If possible, have the foods or photographs of them available so that students can try to guess the flavor of each one from what it looks like. Go around and monitor what students are saying about the foods. After most students have had the chance to speak a few times, describe what the foods really taste like. If possible, let the students sample the actual items.

## **Quoting Speech: . . .to iu**

**Objective:** The students will learn how to quote speech using *to iu*. This is a major step in the transition from the beginning stage to the intermediate stage of language acquisition.

### ACTIVITIES 25-29

**Note:** Explain the usage of *kagikakko* in both horizontal and vertical writing and the spelling convention of writing *iu* in *kanji* only when it literally means “say.” Point out the common use of . . .*to itte imashita* where an English speaker would use the simple past tense. Embedded quotations like *Hono kureta to itta* will be presented in Book 2.

### ACTIVITY 30

**Additional activity:** Follow up with real-life questions such as “Read my lips” *to itta no wa dare desu ka*.

## **VOCABULARY AND ORAL ACTIVITIES 6C**

### **Cooking**

#### VOCABULARY: COOKING TERMS

**Techniques:** Present the terms using illustrations of steps in the cooking process. Prepare one picture per step and narrate them as you show the pictures in *kamishibai* style. Give each picture to a student. Narrate the process again, and ask the students to line up in sequence. Give the pictures to a different set of students and repeat the procedure.

As an output activity, you or a volunteer can pantomime the steps as the students narrate the process.

Bring actual utensils and ingredients to act out the process of preparing a dish.

Bring Japanese cookbooks and let students see what ordinary Japanese dishes look like.

#### ACTIVITY 31

**Techniques:** Make it a team competition game, evaluating accuracy and amount of information, not speed. Divide the class into groups of four or five. Each group is given blank newsprint and a marker. One "scribe" writes down what the other members of the group come up with. Compare the charts at the end of the game (ten minutes).

You may also make the exercise into a chain association game where one thing leads to another. Do this as a class on the board.

#### ACTIVITY 32

**Additional activity:** Students work in pairs and explain to each other how to cook their favorite dishes. Later they report to the class: *Oniiru-san nosuki na ryoori wa chiizu omuretsu desu. Tamago to bataa to chiizu ga iru to iimashita*, etc.

### Expressing Intention: tsumori and the Volitional Form of Verbs

#### ACTIVITIES 33-36

**Note:** Explain briefly the degree of certainty in these related expressions. The definiteness decreases in the following order: *ikimasu*, *iku tsumori desu*, *ikoo to omoimasu*, *ikoo to omotte imasu*. Mention also the difference between *ikanai tsumori desu* and *iku tsumori ja/wa arimasen*. Tell students to use the former for the time being, since the latter is quite an emphatic statement and may sound rude if used improperly.

#### ACTIVITY 37

**Additional activity:** Each student thinks of two or three additional situations for which some plan of action would be needed. Work in small groups and complete the sentences.

#### LANGUAGE NOTE: MOO AND MADA

**Technique:** Do meaningful drills in the form of asking students realistic questions such as *Moo asagohan o tabemashita ka*.

#### LANGUAGE NOTE: IKU AND KURU

**Technique:** Do a lot of meaningful drills contrasting *iku* and *kuru*. Even simple, straightforward sentences such as *Kyoo nanji ni gakkoo e kimashita ka*, or *Tomasu-san wa imasen ne--kyoo kuru to omoimasu ka* contrasted with *Sushiya e ikimashoo* or *Ashita, o-taku e asobi ni itte mo ii desu ka* will help. (Note that many English speakers would say, "May I come over to your house tomorrow?") *Ikimasu* and *kimasu* can be hard to distinguish when said rapidly. Students will need to listen for the context attentively.

## ACTIVITY 42

**Additional activity:** Have each student contribute one situation.

### Expressing Simultaneous Actions: -nagara

#### ACTIVITIES 43-45

**Technique:** Have the students brainstorm about which two activities they do concurrently. You then repeat each pair of simultaneous activities in Japanese. Do not hesitate to use unfamiliar vocabulary and expressions, and be genuinely interested in what the students have to say. (This is an application of the Community Language Learning technique.) The interaction may go something like this.

Student: "I eat breakfast and watch TV at the same time." Instructor: Aa, Joonzu-san wa terebi o minagara asagohan o taberu n desu ka and so on.

You can recycle the previous exercise by having the class recall and recount what each student said. Using real-life information that comes from the students themselves in these kinds of drills helps them focus on the language and gives classroom activities a sense of immediacy. However, some students enjoy making up silly or impossible sentences, and if you have a lot of whimsical or imaginative students in the class, there is no harm in letting them play with the language like that.

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activities:** Discuss what information people look for first in restaurant guides in general. Study actual restaurant guides and make a mental list of the kinds of information listed.

**Reading activities:** Students scan the material and tell what information is included, without worrying about the details on the first pass. On the second reading, they fill in the chart that follows the passage. If necessary, they go over the passage for a third time.

**Postreading activities:** Create promotional descriptions for two or three restaurants and have the students decide which one they like the best, and why.

Students may also do a survey of local restaurants and write up a report on each restaurant in Japanese. Compile the reports and submit them to the local chamber of commerce.

#### WRITING 1

**Additional activity:** Students write up a flyer for a local restaurant and present it to the management to distribute to Japanese tourists or residents.

#### READING 2

**Prereading activities:** Discuss what students usually eat and drink and whether they think their diet is wholesome. Discuss what food is healthy and what food is not. Have students write up a description of what they ate yesterday.

**Reading activities:** Students scan the table on the upper left to find out what Machida had. They say or write down what they think of her eating habits. They then read the text and answer the questions below.

**Postreading activities:** Prepare two more tables similar to the one presented in the reading. Students give advice to improve each diet.

## WRITING 2

**Follow-up activity:** Using students' writings as reading material and have the students critique their classmates' eating habits.

## Language Functions and Situations

**Additional situations for Chapter 6:** Explaining how to cook a certain dish; placing a take-out order on the phone; explaining plans for after graduation.

## CHAPTER 6 CHECKLIST

**Technique:** Have students create and lead exercises, combining whichever activities and grammar points seem to go well together. Refer to pp. 105–107 of this manual for sample guidelines.

## Review Chapter 6

**Technique:** For any or all of the review activities, involve students and have them make up similar activities on their own. Have them share the activities in small groups. Make clear what procedures they must follow and what the requirements are, namely that the activity has to be a review activity which involves students' active participation and interaction.

## Chapter 7: Shopping

### VOCABULARY AND GRAMMAR 7A

#### Shops and Stores

VOCABULARY: SHOPS AND STORES, AND VOCABULARY LIBRARY: MORE STORES(p. 446)

**Techniques:** For Vocabulary: Shops and Stores, put the illustration on p. 439 on the overhead projector and talk about where each store is in relation to the others and what each store sells. Give ample input via teacher talk before you ask your students to talk about the stores.

As a reading input activity, prepare matching exercises with the names of the stores in one column and what they sell in the other column for the vocabulary on pp. 439–440 and 446.

**Additional activity:** Ask students what their favorite stores are and why, what they buy there, and how often they shop at those stores, etc.

#### When Something Happens: Temporal Clauses Ending in *toki*

**Note:** Practice the negative form (e.g. *shiken ga nai toki*) as well. Use situational examples to clarify the distinction between *Nihon e iku toki* vs. *Nihon e itta toki*. Tell students *not* to think that there is a one-to-one correspondence between the *toki* clause and the English “when” clause; they are not always equivalent. Students must read the grammar explanations and the examples carefully.

VOCABULARY: COLORS, AND VOCABULARY LIBRARY: MORE COLORS

**Techniques:** Use the Direct Method, Natural Approach, and TPR, to identify the colors of various things in the classroom. In this phase, move gradually from teacher talk to asking yes-no questions and then *wh*-questions. *Sumisu-san wa akai shatsu o kite imasu ne. Miraa-san mo akai shatsu o kite imasu ka. Jaa, dare ga aoi shatsu o kite imasu ka*, etc. After going over the basic colors, move on to practice *koi*, *usui*, *kurai*, and *akarui*, using similar techniques. Demonstrate how to use the nominal and adjectival forms of the colors. Sometimes they are interchangeable, as in *Kono pen wa nani iro desu ka—Aka desu/akai desu*, but other times they are not. When two or more colors are involved, the noun form is used: *Kimu-san no kaban wa aka to kuro desu*, etc. Make sure that the students do not get into the habit of saying things like *\*akai to kuroi*.

#### ACTIVITY 8

**Additional activity:** Give a few more examples of the connotations of colors in Japanese culture, such as “immaturity,” “mourning,” “sunset,” “eroticism,” etc. Also ask students from other cultures if any colors have particular symbolic meanings for them.

CULTURE NOTE: **IRO**—COLORS

**Techniques:** Review the use of **ao** and **midori** in the Japanese language.

Bring in a color chart such as those found in dictionaries of classical Japanese and show how the names of colors were derived from the names of natural phenomena and objects.

A current trend in the commercial world in Japan and elsewhere is to come up with novel color names. Show some examples from Japanese catalogs and magazines.

Explain in passing that **ao(i)**, **aka(i)**, **kuro(i)**, and **shiro(i)** are the only true color adjectives.

## INDEFINITE PRONOUN NO

**Note:** Point out that **no** is a versatile particle with multiple functions. Mastering it gives students great flexibility in their ability to extend and expand their thoughts in Japanese. This is a good place to review other uses of **no**.

**Technique:** Make a game of stringing together lots of components using **no**. First provide examples such as: **Sono akai no no tonari no wa dare no desu ka.**

## VOCABULARY AND GRAMMAR 7B

### Shopping

#### VOCABULARY: SHOPPING

**Technique:** Put the illustrations on pp. 453 and 454 on the overhead projector. Describe who and what are in the stores. Ask students to imagine what kinds of dialogues may be going on and what may be going through the people's minds in Japanese.

#### ACTIVITY 14

**Additional activity:** Bring Japanese sale advertisements for various types of merchandise.

Ask pairs of students to pick one ad and discuss the prices of the sale items advertised. They should describe the items by the color, size, and position in the picture in relation to other items, and price. Example: **Ookii sutereonotonari no kuroi kamera wa ikura desu ka.**

#### CULTURE NOTE: HANDLING JAPANESE MONEY

**Technique:** Nothing is more effective in raising students' interest than bringing in real bills and coins. Students notice things such as Braille, watermarks, and the styles of writing words and numerals on the bills and coins. Consult the business pages of your local newspaper to find the current yen-dollar conversion rate and have the students practice converting the Japanese prices in the advertisements from Activity 14 into dollars.

## Making If-Then Statements: The -*tara* Conditional

#### ACTIVITIES 16–20

**Note:** Make it clear to students that at this point, they are expected to understand the general scheme of this construction and to be able to use the structure in tasks such as Activity 16. Direct their attention to Activity 18, where they are required to manipulate the negative form of the structure.



## ACTIVITY 20

**Additional activity:** Prepare, or have students think of, additional, shopping-related situations. If you have a small class, for example, set out some pictures or objects and assign each one a price in yen. Tell the students that they each have 10,000 yen to spend and must buy as much as they can, coming as close to their limit as possible without going over it.

## VOCABULARY AND GRAMMAR 7C

### Clothes

#### VOCABULARY: CLOTHES

**Techniques:** Bring in pictures of people of various ages and ethnicities wearing all sorts of clothes. Describe in detail what each person is wearing. Do not hesitate to use vocabulary that is not on the list. Hand each picture to a student when you finish describing it. When all the pictures have been distributed, begin describing them again, one at a time. The student who has the picture being described should hold the picture up, or alternatively, other class members should point to the picture being described. The second time around, you may change the description a little. Include vocabulary such as *hade*, *jimi*, *fuasshonaburu*, *gojasu*, etc.

Ask students to wear some unusual clothes for the day. First, describe what each student is wearing, and then ask the class to guess the identity of the person you are describing: *Kiironi booshi o kabutte, midori no nekutai o shite iru no wa dare desu ka*, etc.

Have students each bring in one picture in which people are wearing interesting clothes and contribute it to your collection after you or the student have described the picture.

Have each student describe a famous person by what he or she typically wears, and have the class guess who it is.

Have one student describe a person's attire while a small group of students draw a picture of the person on the board with colored chalk.

Show a picture of people wearing a variety of clothes to the class. Either describe or show each picture for thirty seconds before hiding it. Then ask the students to describe what the person in the picture is wearing.

Have students mix and mingle, greeting one another, commenting on one another's clothes, and asking where the clothes were bought and for how much.

## ACTIVITY 21

**Additional activity:** Show a picture of several people carrying suitcases, perhaps at an airport or train station. Ask the students to guess where each person is going and what sorts of clothes are in the suitcase. Teach the pattern *X ga Y ni haitte iru*. Students have to tell what the basis of their speculation is: *Sono otoko no hito wa Shiatoru e iku to omoimasu. Shiatoru wa ame ga yoku hurimasu kara, reinkooto to kasa ga haitte iru to omoimasu. Sore kara, chotto samui kara, seetaa to butsu mo haitte iru to omoimasu.*

## VOCABULARY LIBRARY: MORE ON CLOTHES

**Technique:** Emphasize the words that will be most practical and useful to your students as you discuss more pictures and more of what the students are wearing that day, etc.

## LANGUAGE NOTE: KIRU, HAKU, KABURU, TSUKERU

**Techniques:** As an output activity for practicing **nugu**, wear layers of clothes and lots of accessories to class, so that you can take off one layer at a time as the students request.

Prepare, or have students prepare, cards on which an item of clothing or jewelry is drawn. Make sure the clothes are of the type a student can easily take off. Students are given a few cards, and directed to find someone who would kindly take off the item. Then the student asks that person to kindly put it back on.

If you or your students would rather not do these kinds of activities, prepare sets of children's paper dolls by cutting out all the clothes. Then direct the students to put the clothes on the dolls and take them off according to your instructions.

## ACTIVITY 23

**Additional activity:** One student plays a clerk at a department store, and the other plays a customer who can't decide what he or she wants to wear. The clerk recommends a variety of clothes and accessories for the customer to try on. Both clerk and customer should make comments as the customer tries on one thing after another. A clothing advertisement or a picture of an actual store will help sustain the conversation.

## ACTIVITY 24

**Technique:** Prepare a few passages similar to the example in the book, or have students work in pairs to create passages. One student is the narrator of the fashion show, while the other walks down the aisle wearing what the passage describes.

## ACTIVITY 25

**Note:** This is a good place to review and practice **ndesu** from Chapter 4.

## Reporting Hearsay: . . . soo da

### LANGUAGE NOTE: ANOTHER WAY TO REPORT HEARSAY

**Note:** Students must learn this form thoroughly (**iku soo da**, **taberu soo da**) since they will later be introduced to forms such as **ikisoo da**, **tabesoo da**, etc. Make sure that students understand the function of this structure and related expressions, such as those presented in the Language Note.

## Saying Whether or Not Something Is True: . . . ka doo ka

**Technique:** The concept is not complicated or alien, but the form takes some practice to pronounce. Make it a *hayakuchi kotoba* game. Practice all three patterns: *yokatta ka doo ka*, *yokatta ka yoku nakatta ka*, and *yokatta ka warukatta ka*.

### ACTIVITY 31

**Additional activities:** Model . . .*soo da* and . . .*ka dooka* by asking students questions such as: *X to iu eega wa omoshiroi soo desu ne*. Demo, *watashi wa mada mite inai no de, omoshiroi ka doo ka wakarimasen*.

**Spread a rumor!** Everyone writes down a harmless rumor about someone the whole class is familiar with or a famous person. Students mix and mingle and spread rumors. The originator of a rumor tells it as if it is a fact, and to only one person. From the second person on, it has to be relayed with a . . . *soo desu* (yo) construction. You can spread as many rumors as possible by continuing to relay the rumors you have just heard.

### ACTIVITY 32

**Technique:** If students have difficulty reading the household ledger, first explain and read the content in Japanese: *Kyoo wa Hachigatsu 15 nichi, Doyoobi desu ne. Yamaguchi-san wa kaimononi ikimashita. Kore wa sono risuto desu*, etc.

### CULTURE NOTE: METRIC SYSTEM

**Technique:** Your students have to know and use the metric system in order to survive in Japan. They should at least know what their own weights and heights are. Prepare a worksheet in which students must convert their heights, weights, and several well known numbers (such as the height of Mts. Fuji and Everest, the distance between Tokyo and Osaka, the weight of a sack of flour, etc.) between the two systems.

Bring in Japanese food ads, and have students list five items, what units they are sold in, and how much they cost. Students then report their findings to class.

## Giving Reasons with . . . shi, . . . shi

### ACTIVITY 34 AND LANGUAGE NOTE: -YASUI, -NIKUI

**Note:** Demonstrate and practice the differences between *yasashii* and *-yasui* and between *muzukashii* and *-nikui*. For example, *Hashi wa tsukaiyasui kedo, naihu to hooku wa tsukainikui* means that the difficulty or ease is built into the thing, whereas *Kanji o kaku no ga muzukashii* means that it is the person who deals with the thing who has problems. You may want students to produce pairs of sentences, one of which is about the difficulty or ease inherent in the thing, and the other is about the person who has problems with the thing.

## ACTIVITIES 35 AND 36, LANGUAGE NOTE: SAYING NO POLITELY

**Technique:** Have students ask you to join them in their activities. You keep declining their offer by saying . . . *shi*, . . . *shi*.

## LANGUAGE SKILLS

### Reading and Writing

#### READING 1

**Prereading activities:** Brainstorm what students would love to buy on sale and which stores they recommend for good deals on various items, especially clothes. Bring sale ads both in English and Japanese, and discuss what information about the merchandise is included.

**Reading activities:** Students scan the Reading 1 material in the text quickly and find what the purpose of this ad is. They should then look for items they may be interested in buying. Guide them in making educated guesses from the context about the meaning of unfamiliar vocabulary.

**Postreading activities:** Make this into a reading comprehension exercise. Bring in Japanese sale advertisements and build similar exercises around them.

#### WRITING 1

**Additional activity:** Students work in small groups imagining that they have just opened up a clothing store in a new mall. They have to write up an attractive advertisement, using Reading 1 as a model.

#### LANGUAGE NOTE: SHORTENED KATAKANA WORDS

**Technique:** Give students additional shortened katakana words, preferably in their original contexts: *eakon*, *saradore*, *asashan*, *imechen*, *purikura*, etc., and have students try to guess the meaning.

#### READING 2

**Prereading activities:** Discuss in Japanese what students usually wear to school, after school, when they play sports, and on special occasions. Where do they buy their clothes? How much money do they allocate for their clothes? Ask what their favorite outfits are, and why. If they have favorite fashion magazines and catalogs, have them bring them in for show and tell.

**Reading activities:** Students first look at the drawings of Brown and Kawamura and scan the text quickly to find the descriptions corresponding to the drawings. They then color the drawings according to the description.

#### WRITING 2

**Additional activity:** Students do a study of what is popular among people of their age in Japan, and compile a description of typical male and female college students, with an illustration. Direct students either to e-mail pen pal lists where they can post questions in Japanese or to look through current Japanese fashion magazines directed at university students.

## Language Functions and Situations

### SAYING WHETHER TWO THINGS ARE THE SAME OR DIFFERENT

**Additional activities:** Divide the students into two teams and have them stand up in two rows, facing each other. Tell them that they have three minutes to observe the positions of the members of the opposite team and their clothing, accessories and other belongings. At the end of the three minutes, direct the teams to turn away from each other and make as many changes as possible, such as exchanging watches, jackets, book bags, and positions. The two teams face each other again and spot as many changes as they can.

### ADDITIONAL SITUATIONS FOR CHAPTER 7

Returning merchandise; exchanging merchandise, describing people you have met in terms of their clothing and accessories, explaining what clothes you bought and how much they were.

## CHAPTER 7 CHECKLIST

**Technique:** You as the instructor have shown students many possible ways to practice the vocabulary and grammar in a communicative way. Now have students create similar activities for review, and have them share their creations in small or large groups in class. Distribute guidelines like the ones given on the following pages so that they know exactly what is expected of them.

## Appendix: Guidelines for Student-Directed Review Activities

No later than three days before the presentation, choose one topic from the list provided by your instructor. Two days before the presentation of the activity, submit a proposal describing in detail the lesson plan and drafts of whatever handouts, charts, and scripts you are preparing. The proposal and drafts will be returned the next day with the instructor's comments.

Follow the procedure below to ensure an effective session. You and your partners will have eight minutes to conduct the activity.

Here are the eight steps leading to the submission of the proposal:

1. With your partner(s), choose a topic from the list provided by the instructor.
2. Think of an activity that best reviews the objectives of your topic. Make the activity as interactive and integrated as possible.
3. Which skill(s) are you focusing on? Reading, writing, listening, speaking, or combination? Are the skills you are requiring your classmates to exercise a good match with your objectives?
4. Write out the lesson plan procedure. This will clarify your thinking.
5. Make whatever handouts, charts, or worksheets you need.
6. Check the accuracy of the information and language that are used in your instructions, presentation, and handouts.
7. Rehearse your plan to time it properly. Remember, you have eight minutes from beginning to end.
8. If you have time, think of a short, do-it-yourself quiz as a follow up.
9. If you want your classmates to do preliminary work the day before, announce it in class on the day you submit the proposal.

### When you plan:

1. Think of ways to make the presentation as effective as possible. Will group work be more effective than a whole-class activity? If there are two or three "teachers," should each teacher work with a small group? Are you spending an excessive amount of time explaining the grammar rules and procedure for the activity? Are you spending a few minutes writing rules and instructions on the board?
2. Think of ways to involve everyone for the entire eight minutes.
3. Check to determine if the activity is in line with your objectives.

### When you present:

1. Do your presentation in Japanese as much as you can, and encourage your classmates to talk in Japanese as well.
2. State the objectives of the activity clearly.
3. Give clear instructions for the activity.
4. Set a time limit.
5. "Float" around and monitor your classmates' work discreetly, but be readily accessible.
6. Leave one minute to wrap up the presentation.

7. Hand out a quiz at the end. Encourage students to do the quiz and turn it in to you.

**While you present, consider the following:**

1. How do you know if your plan is working?
2. How do you know if the activity is effective, and if the class is learning?
3. How much spoken and written Japanese is used?
4. Is your session both fun and helpful?
5. Are you being an effective "teacher"? Are students making use of you as a resource person?
6. Are students working cooperatively? Is everyone participating? Are your classmates learning from each other's mistakes?
7. Do you have a sense that your objectives are being accomplished?

**Review Activity Presentation: Peer and Instructor Evaluation**

Course: \_\_\_\_\_ Section: \_\_\_\_\_ Instructor: \_\_\_\_\_

Date: \_\_\_\_\_ Presenter(s): \_\_\_\_\_

Book: \_\_\_\_\_ Chapter: \_\_\_\_\_ Topic: \_\_\_\_\_

Rate the review session:

5--excellent 4--good 3--satisfactory 2--less than satisfactory 1--leaves much to be desired

1. Proposal and draft

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Was the lesson plan well-thought out? | 5 | 4 | 3 | 2 | 1 |
| b. Was the draft accurately prepared?    | 5 | 4 | 3 | 2 | 1 |

2. Content: Was the activity relevant to the topic? 5 4 3 2 1

3. Delivery and organization of the presentation

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| a. Was/Were the teacher(s) effective?                     | 5 | 4 | 3 | 2 | 1 |     |
| b. Was Japanese used throughout?                          | 5 | 4 | 3 | 2 | 1 |     |
| c. Was the objective and instruction clear?               | 5 | 4 | 3 | 2 | 1 |     |
| d. Was the lesson well structured for the time available? | 5 | 4 | 3 | 2 | 1 |     |
| e. Did all team members participate equally?              | 5 | 4 | 3 | 2 | 1 | N/A |

4. Learning

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Was the class actively involved?    | 5 | 4 | 3 | 2 | 1 |
| b. Did students learn from each other? | 5 | 4 | 3 | 2 | 1 |
| c. Was the time well spent?            | 5 | 4 | 3 | 2 | 1 |
| d. Was the activity useful/helpful?    | 5 | 4 | 3 | 2 | 1 |

5. Overall rating 5 4 3 2 1

Chapter-by-Chapter Suggestions

6. What was most helpful? \_\_\_\_\_
7. What could have been done differently? \_\_\_\_\_
8. What is your overall assessment? \_\_\_\_\_
9. Additional comments \_\_\_\_\_