

STEP 8

A. Daily expressions

(1) Review of previous steps

(2) *kiritsu, rei, chakuseki*

A possible scenario for introduction

Teacher explains how a typical secondary school class in Japan begins including a class rep (or *nicchoku*) saying *kiritsu, rei*, and *chakuseki*. After that the class practices the sequence.

(3) *shusseki o torimasu, -san wa imasuka, yasumi desu, chikoku desu*

A possible scenario for introduction

a) Using flash cards or other device, teacher introduces *yasumi desu* (absent) and *chikoku desu* (late).

b) Teacher says *shusseki o torimasu* and starts calling out the names of his or her students one by one.

c) Teacher encourages the students to respond with *hai* when their name is called and says either *yasumi desu* or *chikoku desu* when names of those who are not present are called.

(4) Combine (2) and (3) above and practice.

B. Actions

(1) Review of Step 1-7 actions

(2) *yukkuri ittekudasai, hakkiri ittekudasai*

A possible scenario for introduction

a) Teacher says something (ie. a useful daily expression) fast. After a while, he or she repeats the same expression but much more slowly than before. During this time he or she also says *yukkuri, yukkuri*. In place of saying something, he or she may walk, write something, erase something fast and then repeat the same thing at a much slower pace while saying *yukkuri, yukkuri....*

b) Teacher mumbles something (ie. a useful daily expression). After a while, he or she repeats the same expression clearly while saying *hakkiri, hakkiri*. In place of mumbling something, he or she may write something illegibly and then rewrite it in a clear and legible fashion while saying *hakkiri, hakkiri*.

c) Teacher has students follow his other directions such as *hakkiri ittekudasai* and *yukkuri kaitekudasai* etc.

d) Teacher ask students to make some suggestions for improvement in what he or she will do. He or she then may either start saying something too fast or mumble something. Students say things like “*hakkiri ittekudasai*” and teacher will correct accordingly if he or she receives the right advice.

(3) *hitori de ittekudasai, futari de ittekudasai....*

A possible scenario for introduction

- a) Teacher introduces how to count people - *hitori, futari, sannin, yonin, gonin.....*
- b) Teacher asks one of the students to say an expression. At that time he or she stresses the fact that the student is saying it by himself or herself (*hitori de*). ie. (Showing a card for “good morning”) *-san ittekudasai. hitori de ittekudasai.*
- c) Teacher asks two of the students to say an expression. (*futari de ittekudasai.*) This is repeated for a desirable number of times with the teacher asking a different number of students to say an expression.

(4) *yonin no guruupu ni nattekudasai, gonin no guruupu ni nattekudasai*

Teacher asks students to stand up and make different size groups according to his or her directions. After a while, a student may give directions.

C. Katakana *ya, yu, yo* and small *ya, yu, yo* + review

D. Activity

Katakana stroke order game

- a) Students are divided into teams of three.
- b) Each team secures a blackboard space.
- c) Teacher reads a katakana character.
- d) One person from each team goes to the blackboard and draws the first stroke of the character. The second person follows to draw the second stroke and the same process continues until the character is completed.
- e) Teacher serves as a judge and disqualifies any team which completes the character in with the wrong stroke order.
- f) The team with least disqualifications is the winner.