

STEP 9

A. Daily expressions

(1) Review of previous steps

(2) Introduction of *hajimemashoo*, *kubattekudasai*, *mawashitekudasai*

A possible scenario for introduction

For *kubatte kudasai*, teacher asks a student to stand up and come forward. After that the teacher gives the students a stack of worksheets etc. and points to the rest of the class while saying him or her “*kubatte kudasai.*” For *mawashite kudasai*, the teacher approaches one of the front row students in class and gives him or her a photo, a realia etc. After that the teacher points to the rest of the class while saying to him or her “*mawashite kudasai.*”

(3) *wakarimasuka*, *hai*, *wakarimasu*, *iie*, *wakarimasen*

A possible senario for introduction

Teacher writes on the board both simple and difficult math questions. He or she then points one of the questions saying to one of the students “*-san, kore wakarimasuka.*”

The same procedure can be used with simple and difficult kana, signs, the symbols of the elements etc.

(4) *moo ii desuka*, *hai*, *moo iidesu*, *iie*, *madadesu*

A possible scenario for introduction

Teacher gives a student a stack of blank paper and asks him or her to distribute them to the class (“*kubatte kudasai.*”). After that the teacher tells them that he or she is going to give a “*kana pop quiz*” and write ten or more questions in *romaji* on the board. About fifteen seconds later, the teacher asks the class “*moo iidesuka*” and starts collecting their quizzes. Observing that the students are not quite ready to hand in their quizzes, the teacher will say “*mada desu ka.*”

B. Actions

(1) Review of Step 1-8 actions

(2) *kazoete kudasai* (1-500)

(3) Writing katakana words - The procedure for this segment is the same as that of “Erasing katakana words” in Step 7. Students will be asked to write words instead of erasing them this time.

C. Katakana *ra-gyoo* (*ra, ri, ru, re, ro*) + *wa*, particle *o*, and *n* + review

D. Activity

(1) katakana bingo

a) Students receive bingo chips and a bingo sheet which has a katakana letter written in

each of the squares of the grid.

b) Teacher chooses a card from the stack of katakana flash cards and reads the letter on the card.

c) Students check if that letter is written on one of their grids and if so, they place a chip on that square.

d) Teacher repeats b) and c) above until one of the students has their chips across on their sheet (vertically, horizontally, or diagonally).

e) The student who gets his or her chips across the sheet fastest and without making mistakes is the winner of the round.

f) A new round will begin with the same procedure.

(2) Expressions bingo

The same bingo game as the above but this time a picture depicting a scene for a useful daily expression is on each square of the bingo sheet and teacher says one of the daily expressions.