

## STEP 7

### A. Simple questions and answers

(1) Review of Step 1-6 Q&A

(2) *arimasuka*

- Use a group of real or photographed objects that belong to the same category. (ie. fruits, beverages, classroom items, baseball equipments, public facilities) Tell (and later ask) students that certain items are there or not there. (ie. *banana. eeto, bananawa arimasu. eeto, meronwa arimasen.*)

- Use menus and other lists to introduce *arimasu* for asking and indicating possession or availability of something.

### B. Mindmaps

(1) Items in the classroom

(2) Items in one's own room

(3) Classroom tasks

### C. Hiragana *ma-gyoo*, long vowels + review

### D. Katakana review

The class review katakana characters through words related to computers.

### E. Activity

“Wheel of katakana” game

a) Teacher prepares a list of words which can be used for this game and make individual kana cards to spell all the words on the list.

b) Students are divided into three groups and each group chooses a representative.

c) Teacher puts kana cards face down to spell a word and tells the players to which genre the word belongs. e.g. sports, food, school events.

d) The players take turn and ask the teacher or a student judge if the word includes a certain character. They lose their turn when they receive a negative answer.

e.g. A: *"ba" wa arimasu ka.*

J: *hai, arimasu. / iie, arimasen.*

e) The team who accurately spelled most words is the winner.