

STEP 8

A. Simple questions and answers

(1) Review of Step 1-7 Q&A

(2) *imasuka*

- Use group photos of famous people by profession. (ie. politicians, singers, actors, artists, writers, scientists, athletes) Tell (and later ask) students that certain figures are there or not there. (ie. *buraddo pitto san... imasu. juria robaatsu san. eeto... imasen.*)

- Use the faculty list of your school or other list of people to introduce *imasu* for asking and indicating availability of someone.

B. Mindmaps

1) Animals

2) People in the school

C. Hiragana *ya, yu, yo*, small *ya, yu, yo*, long vowels + review

D. Katakana review

The class review katakana characters through Japanese words adopted from English in an abbreviated form.

E. Activity

Animal searching game

a) Teacher prepares sets of animal cards. Each set consists of two cards of the same animal, one small (*chiisai*) and one big (*ookii*).

b) This game is played by no more than five people so additional sets are needed to accommodate a larger group.

c) Teacher distributes the cards evenly among players. If they find a pair in their hands, they put them on the table saying "---ga *imasu*." For example, if someone has a pair of lions, she puts both cards side by side on the table saying "*raion ga imasu*."

d) Players take turn and try to complete as many pairs as possible by asking others if they have a certain card.

e.g. A: *B san, chiisai neko wa imasu ka.*

(when B has the card)

B: *hai, imasu.*

(B gives A the card)

(when B does not have the card)

B: *iie, imasen.*

(A loses her turn.)

A: *doomo arigatoo gozaimasu.*

(A will be disqualified and lose turn if she forgets to thank B.)

(A gets to ask another question to anyone she chooses.)

e) The player who collected the highest number of pairs is the winner.