

# A Mock Lesson - Beginning Japanese

**Category:** Optimizing Speaking

**Time:** 40+ minutes

**Requirements:**

1. Activity leader should understand at least basic Japanese (JLPT 5+)
2. Activity leader should know basic cultural gestures appropriate in Japan
3. 10+ participants
4. Projector
5. PowerPoint [QR CODE]



Here are some titles to articles on gestures in Japan:

- [Japanese Body Language: 7 Key Gestures to Learn - GaijinPot](#)
- [Japanese Gestures and Body Language You Need to Know \(japanesepod101.com\)](#)

**Objective:** Participants will be able to...

1. Learn basic Japanese words and phrases for greeting and expressing the food/beverage the like
2. Practice basic Japanese words and phrases through an activity

**Description:** A mock lesson of a beginning Japanese language class. This activity would work best with a group of teachers who do not know Japanese. If a minority of the teachers know Japanese, it is suggested to strategically divide the teachers during group work. The majority of the lesson should be taught in Japanese. English can be used if students really need it. Encourage students to try their best to use Japanese.

## Lesson Plan

**Objective:** Students will be able to...

3. Learn basic Japanese words and phrases for greeting
4. Communicate to ask if someone likes to eat something
5. Express whether or not they like a dish

**Introduction:** Greet students (Ss)

1. Here you will greet the students: おはようございます/ こんにちは
  - Gesture for students to repeat after you.
  - After Ss repeat, gesture the number 1 to sign 'one more time'. Greet students again without gesturing.
  - If Ss do not repeat after you without gesture, try gesturing again

**2. Say your name.**

- わたしのなまえは\_\_\_\_\_です。よろしくおねがいします。
  - Remember to use the appropriate gestures.
  - Go around the room and have participants introduce themselves.

OPTIONAL: draw a mini-chart on the board to help you remember names. This can also be helpful for participants.

**3. Vocabulary Treatment I (first slide of PPT)**

- Teach the vocabulary word for each image with appropriate gesture. Have Ss repeat after you the first time through.
- At this point, you can add comments such as:
  - i. すきですか
  - ii. 私はすきです
  - iii. 美味しいです
  - iv. 美味しくありません

**4. Vocabulary Treatment II (second slide of PPT)**

- Review the vocabulary words one by one - together as a class or call on Ss. This slide is animated, so please be sure to remember the order in which the words appear.

## 5. Check for comprehension (third slide of PPT)

- Randomly point to an image and ask Ss to say the word for it (do multiple times, each time with a different image)
- After a few examples together as a class, call on individual Ss to answer.
  - After a student says a vocabulary word, encourage them to say either:
    1. 美味しい
    2. 美味しいくない

**EX:**

(Teacher points to an image)

Student: 寿司。美味しいくないです。

## 6. Sentence Building (fourth slide of PPT)

- Instruct the class (or a student, depending on the level of willingness to volunteer) to read the sentence. Answer the question. You can do this multiple times so Ss understand meaning.
- Now, choose a student to ask the question to. Ensure that they should only pick one type of answer - like or don't like whatever it is being asked.
- After that, allow students to practice with each other. Preferably, have Ss to ask classmates on the other side of the room. This is because shortly afterwards, SS will be playing a team game. So, you can have the class form two lines in which they will rotate and keep practicing the sentence pattern. Remember, try not to have people on the same side of the room to talk to each other.

## 7. Activity time

**Description:** The activity is akin to pictionary. Divide the class into teams of two. Each team nominates one person to go in the front of the class. The nominated people will hold a small whiteboard (or draw on the big classroom board) and face their corresponding team directly. On your signal, Ss will draw something they like to eat. (This is why you may not want the same people sharing their answers in the step above to be in the same group)

**NOTE:** Model the game before playing.

**Game Objective:** Students sitting down will have to guess what their teammate likes to eat. They must say the full expression for “NAME, likes to eat WHAT”. Listen and watch for which team guesses correctly faster. When one team guesses correct, make sure that the other person drawing gets their drawing answered--by the entire class is okay.

Keep doing this until every student gets an opportunity to draw. Encourage different answers from students each round. You can limit the use of some words if you want. Or allow Ss to use food vocabulary beyond what was taught. During this activity, you may want to project an image of various food items to quicken the activity and inspire ideas. When concluding the activity, congratulate the winning team and everyone else for doing their best and working well together. Praise their Japanese as well.

## 8. Closing

- Go back to the very first slide and practice what was just learned.

### Example:

Teacher asks a student and points to image: すしが好きですか？

Student: ううん。寿司が好きじゃありません。美味しくない。

- Thank Ss for their hard work today and dismiss class.