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# Introduction

Welcome to **Hai! 5/6 マイホームステイ!**, the final stage in the **Hai!** series. As with all **Hai!** *Teacher's Resource and Assessment Kits (TRAKs)*, this *TRAK* provides a range of supplementary activities which can be used for reinforcement, extension or assessment.

In **Hai! 5/6 マイホームステイ!**, the key strengths of the **Hai!** series have been retained, and we've also included some exciting, new approaches to cleverly introduce language and culture. For **Hai! 5/6 マイホームステイ!**, the theme of homestay in Japan is explored. Students will enjoy meeting exchange students Anna and Tom as they prepare for and experience life in Nagasaki. Catering to a range of student abilities and learning styles, the topics have been selected to maximise student interest and motivation. Images of Japan are prominent and are carefully integrated with the text.





One of the new features in **Hai! 5/6** is a *Student Audio CD* included at the back of the *Workbook*. This CD contains key listening material from the *Coursebook* featuring manga, reading passages and three unforgettable **Hai!** songs plus their karaoke versions, including a new version of the ever-popular **Hai!** theme song.

The **Hai!** approach to script may or may not be familiar to you – in any case, we'll mention it again: script is always presented in the context of the wider language learning experience so that it can be continually reinforced. In **Hai! 5/6 マイホームステイ!**, we have continued this approach to introduce katakana. 27 new kanji are also included, bringing the total number of kanji for **Hai! 1–6** to 70.

In the *Coursebook* and *Workbook* there are vocabulary lists including katakana. As students consolidate katakana, the activities in the *Workbook* encourage them to deduce English meanings of katakana words without support from the vocabulary list. The katakana items in the English-Japanese section of the *Workbook* vocabulary list have been chosen to support creative writing activities.

Now let's have a closer look at what is in this *TRAK*. As with previous **Hai!** *TRAKs*, you will find a Summary at the beginning of each chapter. Here, we have listed key script, language and outcomes. We have also included a handy reference of the text types used in the *Coursebook*, *Workbook* and this *TRAK*. A chapter vocabulary list is also given. This can be used as a quiz or preparation for a test or revision. Next is the suggested sequencing grid for the chapter. This grid is a guide to help you plan your lessons and to show you how each of the components can be integrated. Following are the supplementary activities containing a variety of text types and providing practice using a combination of skills. You will also find the listening transcripts for the listening activities and solutions for all the activities from the *Workbook* and this *TRAK*.

## Here are the icons used for the supplementary activities:

-  indicates an activity where the focus is on listening. Each activity is recorded on the **Hai! 5/6 TRAK Audio CD**.
-  indicates an activity where the focus is on writing
-  indicates an activity where the focus is on reading
-  indicates an activity where the focus is on speaking

There is also a range of activities focusing specifically on katakana or kanji reading and writing.

## Summary

### Topics

Host family introductions  
Describing people  
Nagasaki

### Katakana

An introduction to katakana  
ア、ス、タ、ト、ナ、ハ、ム、ン  
てんてん and まる characters

### Kanji

口、目、耳、手、田

### Language

～はどこにあります／いますか。  
～は～にあります／います。  
～は～の～にあります／います。  
～の～に～があります／います。  
どんな人ですか。  
Body part が adjective です。

### Outcomes

Students will be able to:

- ask and say where something is
- ask and say what is in a particular place
- ask and say where a person or animal is
- describe themselves, their family and friends
- recognise, read and write eight new katakana
- recognise, read and write five new kanji

Students will know:

- the main uses for katakana
- the rules for てんてん and まる katakana characters
- about the city of Nagasaki
- about Tom's and Anna's host families

### Text Types

Coursebook	Workbook	This TRAK
map dialogue magazine advertisement caption role-play Internet site email	map conversation survey puzzle profile card web page email crossword	text message puzzle name tag

なまえ:

くみ:

Location words

うしろ \_\_\_\_\_  
まえ \_\_\_\_\_  
うえ \_\_\_\_\_  
した \_\_\_\_\_  
となり \_\_\_\_\_  
そば \_\_\_\_\_

Place words

a pa a to  
アパート \_\_\_\_\_  
いなか \_\_\_\_\_  
えき \_\_\_\_\_  
こうえん \_\_\_\_\_  
su u pa a  
スーパー \_\_\_\_\_  
de pa a to  
デパート \_\_\_\_\_  
ba su  
バスてい \_\_\_\_\_  
みせ \_\_\_\_\_

Body parts

あし \_\_\_\_\_  
かみ \_\_\_\_\_  
目 \_\_\_\_\_  
耳 \_\_\_\_\_  
口 \_\_\_\_\_  
はな \_\_\_\_\_  
手 \_\_\_\_\_

Adjectives to describe appearance

かっこいい \_\_\_\_\_  
せがたかい \_\_\_\_\_  
せがひくい \_\_\_\_\_  
ながい \_\_\_\_\_  
みじかい \_\_\_\_\_  
ha n sa mu  
ハンサム (な) \_\_\_\_\_  
~くん \_\_\_\_\_

Sample Pages

## Suggested sequencing of resources

Coursebook		Workbook		This TRAK	
Front cover	Illustration of festival	p 10	Task S	p 3	Culture quiz
p v	Introduction				Web page hotlinks
pp 10–11	Welcome to Nagasaki				
pp 1–2	Asking and saying where something is (CD 1 track 3)	p 1	Task A		
p 3	しましろう 1				
pp 1–2	Being more exact about where something is Saying what is in a particular place (CD 1 track 3)	p 1 p 2 p 3	Task B Task C Task E (CD 1 track 8)		
pp 1–2	Asking and saying where a person or animal is (CD 1 track 3)	p2 p3	Task D (CD 1 track 7) Tasks F, G	p 4 p 5	A 耳 (CD track 2) A 目, B 目
p 3	しましろう 2				
p 4	カタカナ しましろう				
p 5	カタカナ しましろう	pp 4–5	Tasks H–K	p 7	Aカタカナ Bカタカナ
p 6	Asking about and describing people (CD 1 track 4)	p 7 p 8	Task N (CD 1 track 9) Task O, Task P (CD 1 track 10)	p 4 p 9	B 耳 (CD track 3) A □
p 7	しましろう				
p 7	かんじ しましろう	p 6 p 7 p 9	Task L Task M Tasks Q, R	p 8	A–C かんじ
p 8	目のたいそう CD 1 track 5	p 10	Tasks T, U	p 6	A 手
p 9	口のたいそう				
p 12	目のたいそう CD 1 track 6	p 11	Task V		
		p 12	クイズ		

### Notes

You might like to stage a culture quiz to 'test' the information from the Nagasaki web page on pages 10 and 11 of the *Coursebook*.

You could also have your students research the information needed to prepare some English hyperlinks from that page. They could make a list of web pages containing further information on history, things to see and do, opening times and prices, and how to get to and around Nagasaki. The **Hai!** hotlinks webpage has several Nagasaki links to get them started. Follow the link at:

<http://www.hi.com.au/hai/student.htm>

**A** 耳 

Toshio's friends are phoning him from various locations. (Remember in *Hai! 1* you learnt to say *もしもし* when answering the phone?) Listen to find out where his friends are. Write the number of the conversation on the corresponding picture. Be careful, there is one extra picture.



だ  
い  
一  
か

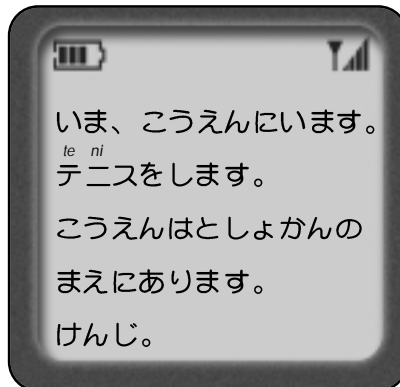
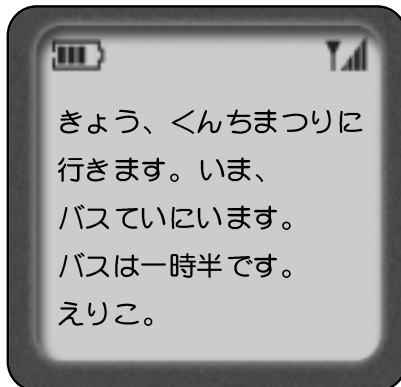
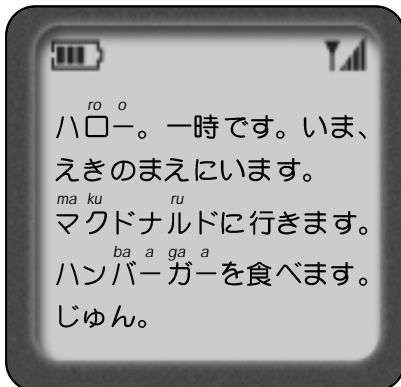
**B** 耳 

Jessie is going to Japan on exchange but her host sister, Masako, is unable to meet her at the airport. Masako has asked three of her friends to go for her. To help Jessie recognise them, each person has recorded a brief self-description on Jessie's answering machine. Listen to the messages and fill in the table below.

	なまえ	Tall	Short	Long hair	Short hair	Other details (if given)
①	めぐみ					
②	ゆうこ					
③	たかひろ					

**A** 目

Today is a school holiday! Three of your friends are in the city and they are keen for you to join them. Read the text messages they have sent and select the correct alternative in the sentences below.



1 Jun is behind the shops.  
in front of the station.  
in the library.

2 Jun is going to the station.  
school.  
McDonalds.

3 Eiko is going to the city.  
a park.  
the Kunchi festival.

4 Eiko is at the park.  
shops.  
bus stop.

5 Kenji is at the park which is in front of the library.  
supermarket.  
department store.

**B** 目

Your friend Hannah is still struggling with います and あります. Help her by circling the correct verb in the following sentences.

1 ねこはわたしのへやに (います / あります)。

2 トムさんのアパートはまちに (います / あります)。

3 ともだちはバスていに (います / あります)。

4 としょかんはこうえんのとなりに (います / あります)。

5 まちにみせが (います / あります)。

6 たいいくかんのまえに先生が (います / あります)。

だ  
い  
一  
か

**A** 手

Your neighbour, Adam, and his family will be hosting a Japanese exchange student soon. Adam wants to send some photos of his family, but he's not very confident writing Japanese. He has asked you to write captions 日本語で for each of the following photos, using all the *かんじ* and *カタカナ* you know.

だ  
い  
一  
か



1

- There are four people in my family: my parents, my older sister and me.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2

- My name is Adam.
- I'm in the third year of junior high school.
- On weekends, I muck around with friends.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3

- Dad's name is Don.
- He is tall.
- On weekends, he goes to the gym.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



4

- Mum is pretty.
- She has long hair.
- Mum goes to work by bus.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



5

- My older sister is Hannah.
- She is in first year of senior high school.
- On Saturdays she cooks.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**A** <sup>ka ka</sup> カタカナ

The <sup>ka ka</sup>カタカナ equivalents for the eight words below are hidden in the puzzle. When you have found each word, use the remaining <sup>ka ka</sup>カタカナ to complete the dialogue.

バ	ダ	ン	ス	ム
ナ	バ	バ	ハ	ア
ナ	ス	ン	ン	ダ
ト	ム	ド	ト	ム
ハ	ス	ト	ア	ス

Adams  
band  
banana  
bus  
dance  
Hunt  
store  
Tom

A: \_\_\_\_\_ <sup>pi za</sup>ピザが好きですか。

B: はい、大好きです。

**B** <sup>ka ka</sup> カタカナ

Six overseas students are visiting your Japanese class today. Your teacher has asked you to prepare name tags for them. Use the romaji clues to write each name in <sup>ka ka</sup>カタカナ.

