

Activities

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All photos used in this activity may be downloaded from the TJF Photo Data Bank. Search using the keyword: *konbini*, or convenience store.

TJF Photo Data Bank > http://databank.tjf.or.jp/intro_e.html

Objectives

- ❖ To gain basic information about Japanese *konbini*.
- ❖ To gain an understanding of Japanese daily life from hints provided by the products and services available at Japanese *konbini*. Compare and contrast with convenience stores in your own country, and consider the reasons for these similarities and differences.
- ❖ To learn basic *konbini*-related terms and Japanese expressions necessary in making comparisons and giving reasons as well as in looking for products you want or asking where you can find them.

Time required

Two class periods

Topics of possible instruction

Vocabulary:

コンビニ、おにぎり、おべんとう、のみもの、ぶんぼうぐ、はブラシ、シャンプー、ざつし

Function:

- Beginners
- Asking if a product is sold in the store
(Product) は ありますか。
はい、あります。
 - Asking where the product is located
(Product) は どこですか。
(Place) に あります。
 - Asking where to find a product not in the store
どこで うっていますか。
(Product) は (place) で うっています。
 - Making comparisons
日本の コンビニは、(place) の コンビニ より (adjective) です。
日本の コンビニには (product) は ありませんが、
(product) は あります。
日本も (place) も、コンビニに (product) が あります。
- Intermediate
- Giving reasons
(Reason) からです／からだと おもいます。

Procedure

Period 1

1. きょうは、日本人にとって、とてもconvenientなものを しょうかいします。“Today, we will discuss something that is convenient for Japanese.”

Write “コンビニ” on the board, and have students guess what it means. Provide hints if necessary. (E.g., パーソナルコンピュータ is abbreviated to パソコン; the ビ sound is actually a “v”; the topic in question is “convenient,” etc.) Once students come up with the correct answer, stir their curiosity about Japanese *konbini* by asking them what convenience stores mean to them, and what they imagine a Japanese *konbini* to be like.

2. Show *konbini*-related photos from *Deai* and *The Way We Are* and ask students what the subjects are doing in these photos. Using Japanese appropriate for students' Japanese language level, practice and review.



Photos: TJF Photo Data Bank

Possible student responses

- | | |
|----------------|-----------------|
| かいものを しています。 | しょうひんを ならべています。 |
| のみものを えらんでいます。 | おにぎりを ならべています。 |
| ざつしを よんでいます。 | おべんとうを かいしました。 |
| アルバイトを しています。 | |

Key point

Help students realize that *konbini* are an important part of Japanese high school students' lives.

3. Briefly explain what kinds of products and services *konbini* offer, and how products may change with the seasons. Show photos and ask students to match them with the seasons. If possible have them give a reason (e.g., ははのひだから、5月です。クリスマス／ねんがじょうだから、12月です。).



A



B

Photos: TJF Photo Data Bank

Match illustrations A through D with the correct season.

はる	A		B	
なつ				
あき	C		D	
ふゆ				

Illustrations: Maeda Sumiko

Key point

Students should look for hints in words on signs in the photos.

Key point

Have students respond in Japanese appropriate for their language level. Teachers should provide additional explanations about events and holidays in English.

ははのひ Mother's Day: A day celebrated on the second Sunday of May to express gratitude to mothers. Many people give their mothers carnations on this day. ⇒ Photo A
クリスマスケーキ Christmas cake: Christmas takes the form of a popular year-end celebration in Japan today. Stores and shopping arcades are festooned with Christmas trees and other decorations. ⇒ Photo B
ねんがじょう: New Year's cards that are sent out in celebration of the new year. ⇒ Photo B
かきごおり: Shaved ice, served with syrup, adzuki-bean sauce or other topping. ⇒ Illustration A
としこしそば: On New Year's Eve, many Japanese eat <i>soba</i> (buckwheat) noodles. Called <i>toshikoshi soba</i> (year-crossing noodles), these noodles symbolize the hope that the family's good fortunes will continue long—like the noodles—throughout the year to come. ⇒ Illustration B
つきみだんご: <i>Dango</i> (rice-flour dumplings) made for "moon viewing" in the fall. ⇒ Illustration C
ひなあられ: Sweetened puffed rice made as an offering on Doll Festival, a festival for girls held on the third of March. ⇒ Illustration D

4. Konbini Quiz

(1) **Secrets of the Store** (Feature-4). When using Japanese for this quiz, exchanges may include the following. Write A through E on the board, and have students match corresponding combinations.

E.g.

(Product)は どこですか／どこにありますか。

(Place)に あります。(Reason) からです。

Possible Answers

A: いりぐちの しょうめん It faces the entrance.

(Reason) よく みえる からです。Because it can be easily spotted.

B: おべんとうの よこ Next to *obento*

(Reason) おべんとうと いっしょに かう からです。Because people buy it with *obento*.

C: まどの ちかく Near the window

(Reason) きれいだ からです／にぎやかだ からです。Because it's attractive. / Because it looks lively.

D: レジの まえ In front of the checkout counter

(Reason) レジを まっている あいだに かう からです。Because people buy it while waiting for their turn.

E: レジの そば Near the checkout counter

(Reason) あつい からです。Because it is hot.

(2) What's the Most Popular Onigiri? (Feature-4)

After the quiz, you can use the following sentences for a true-or-false quiz.

① わかい 人は ツナマヨネーズより めんたいこおにぎりの ほうが すき です。

Young people like *mentaiko onigiri* more than tuna-mayonnaise *onigiri*. (False)

② みんな しゃけおにぎりが すき です。

Everybody likes salmon *onigiri*. (True)

③ 10だいの 人は めんたいこおにぎりが あまり すきでは ありません。

Teenagers don't care for *mentaiko onigiri*. (True)

5. For homework, distribute the article on *konbini* (Feature-1-3).

Period 2

Explain the objective: Today, based on the *konbini* reading, we will discuss Japanese *konbini* and compare them with convenience stores in our country.

1. Have students brainstorm and freely identify things they noticed in the reading and photos.

2. Divide students into groups of four or five, and have each group select a secretary and a presenter. Each group will then discuss the similarities and differences between Japanese *konbini* and convenience stores in their own country, and make a Venn diagram worksheet and fill it in (a sample worksheet can be found at the Takarabako website).

Key point

In countries where there are no convenience stores, students can discuss where they buy the products or receive the services that are available in Japanese *konbini*, and think about what their *konbini* equivalents would be.

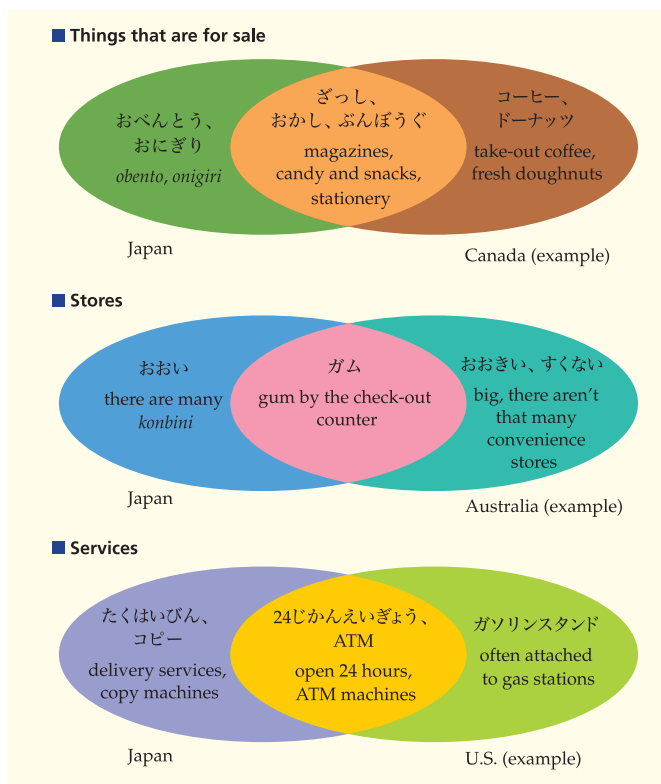
3. Using the Japanese words that groups have used to fill out their worksheets, have each group present their findings.

Key point

Depending on the students' Japanese language level, have them

present in Japanese as much as possible, allowing them to provide additional explanations in English if necessary.

E.g.



- (日本)のコンビニには、(おべんとう)があります。
Japanese convenience stores sell *obento*.
- (カナダ)のコンビニには、(おべんとう)はありませんが、(ドーナツ)はあります。
Convenience stores in Canada do not sell *obento*, but they do sell donuts.

*うっています、おいてあります may be used depending on the situation and the students' language level.

- その理由は、(おべんとうをかう人がおおい/じぶんできょうりをしない人がおおい)からです/からだとおもいます。
I think it is because there are a lot of people who buy *obento*/there are many people who do not cook at home.
- (日本)のコンビニは、(オーストラリア)のコンビニより、(せまい)です。
Japanese convenience stores are smaller than convenience stores in Australia.
- (オーストラリア)のコンビニは、(日本)のコンビニより、(すくない)です。
There are fewer convenience stores in Australia than in Japan.
- (日本)も(カナダ)も、コンビニにぎっしがあります。
Convenience stores in both Japan and Canada sell magazines.

4. To wrap-up, discuss in English the differences in the meaning of the word "convenience" from culture to culture, and the fact that the convenience store, though originally from the United States, has been tailored to the needs of local cultures.

Key point

Pursue the themes raised in the group presentations, and if necessary, ask students to consider what products/services are available in their own country but not in Japan, and give reasons.

Where are the products/services that are available in Japanese *konbini* but not in their own convenience stores provided in their own country? What products are absolutely necessary in any culture? Ask students questions as necessary.

E.g.

- (日本)のコンビニでは(product)をかうことができますが、あなたの国にはどうですか。どこでうっていますか。
(Product)は(place)でうっています。
In Japanese *konbini*, one can buy such-and-such, but how about in your country? Where do you buy such-and-such? We buy such-and-such at (place).

Other Activities/Expansion

- 📖 Suppose that each group is in charge of planning new products and services for convenience stores in their own country. They must make a presentation to the class. It can be conducted in a poster session format using an advertisement poster (e.g., lunch delivery, 11 a.m.-3 p.m., \$6, Phone 03-1234-5678). Have the class vote for the best idea.

E.g. of Japanese to be used

Stating opinions, making suggestions

- 1 あたらしいサービスをしましょう。(Product)をうりましょう。
Let's offer a new service./Let's sell (product).
- 2 わたしたちのコンビニで、あたらしいサービスをはじめたいとおもいます。／あたらしいしょうひんをうりたいとおもいます。
We want to start a new service at convenience stores./We want to sell a new product.
- 3 わたしたちのコンビニで (verb)たらどうでしょうか。
How about (verb)-ing at our convenience store.
Give reasons
- 4 その理由は (reason) です。
Because (reason).

- 📖 *Onigiri* Contest: Using ingredients available in your own country, what kinds of *onigiri* can you make? (Show students the list of *onigiri* fillings (Feature-4) for ideas.)

- 📖 *Konbini* are a major part of high school students' lives because many of them work in *konbini* part-time. Compare wages and work hours. Refer to the TJF website <http://www.tjf.or.jp/eng/ge/ge15okozukai.htm>

- 📖 Debate the pros and cons of local stores turning into chain. In preparation for the debate, each group may fill out a form like the one below.

	Convenience Stores	Independent Stores
ちようしょ Strengths	24じかん あいている Open 24 hours たくさん しょうひんがある Many products ちかい Easy to access	ひとつのしょうひんのしゅるいが おおい Many different kinds of the same product
たんしょ Weaknesses	ねだんが たかい Prices are high しょうひんが すぐ かわる Product selection changes often	あいている じかんが みじかい Store hours are short