



# AN AFTER-SCHOOL SNACK IN JAPAN

## —Let's Compare Convenience Stores in Canada and Japan—



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### PURPOSE

The students study *katakana*, ways of ordering, and so on, by watching a video of convenience stores, donut shops, and other stores in Japan. They also compare these stores with similar stores in Canada, identifying similarities and differences and discussing prices.

### POINTS TO BE STUDIED

#### LANGUAGE OBJECTIVES

##### TARGET FUNCTIONS

- ❖ Asking for prices
- ❖ Saying and understanding prices
- ❖ Stating the existence of objects
- ❖ Asking what something is

##### TARGET EXPRESSIONS

- ❖いくらですか、～えんです、～  
があります、～はありません、  
～をください

##### TARGET VOCABULARY

- ❖ Food/objects at a convenience store, おべんとう, くつした, チューインガム, はなび, ざっし

#### CULTURAL OBJECTIVES

- To see how places like convenience stores/donut shops are common to both our countries
- To note some variations adapted in Japan (e.g., beer in Seven-Eleven stores, tofu-flavored donuts, *matcha* ice cream)

#### OTHER OBJECTIVES

- To use objects/places of interest to students to get them to decode names written in *katakana*

## SOURCE MATERIALS

### Lesson 1

Video  
Handout #1\*

### Lesson 2

Video  
Handout #2\*

## PROCEDURE

### Preparation

The teacher brings lots of posters, etc., from fast food stores in Japan and shows them to the class so that they know that these stores exist in Japan as well.

### LESSON 1: Mister Donut

#### 1. Watching a video (10-15 mins.)

The students watch video of Mister Donut (recorded in Japan by the teacher). The teacher pauses frequently to read the names of donuts and the prices.

#### 2. Handout #1 (20-25 mins.)

In pairs, the students translate *katakana* donut names (taken from the video) into English. Each student decides which one he/she would like to order. They then add the names of two donuts that are not on this list, and try to write them in *katakana*.

#### 3. Quick role-play (5-10 mins.)

In pairs, the students try to simulate what would happen if they went to a donut shop in Japan, using the expressions ~を~ください, どうぞ and いくらですか. The student who plays the shop clerk fills out the number of the donut his/her customer asked for in handout #1.

#### Reference resources

<http://www.duskin.co.jp/mister/lineup/>

### LESSON 2: Seven-Eleven

#### 1. Discussion (10 mins.)

Discuss the convenience store chain Seven-Eleven. (My students love hanging out there.) What is sold there? Do you think these things would be available in a Japanese Seven-Eleven? What other things might be found in Japan that wouldn't be in our Seven-Elevens?

おにぎり、おでん、年賀状、惣菜、宅配便のサービス、コピーのサービス

#### 2. Watching a video (20 mins.)

The students watch a video of a Seven-Eleven store. They should ask *なんですか* if they need extra vocabulary. The teacher frequently asks *いくらですか* and *カナダに~がありますか* to keep the conversation in Japanese and the students focused.

#### 3. Debriefing (5 mins.)

What similarities and differences did the students notice? Can they make any generalizations about Japanese or Canadians from comparing these Seven-Eleven shops?

#### 4. Information exchange using handout #2

(10-15 mins.)

Pair work: the students practice asking and telling the prices of objects seen in the video.

#### 5. Assignment of homework

Based on the videos and discussions, the students are asked to write a half-page composition about the similarities and/or differences between Japanese and Canadian cultures.

### From the committee

The application of this lesson plan need not be restricted by the requirement of having access to an appropriate video: a similar lesson could be designed around good pictures and Internet sites. When discussing the similarities and differences between Japanese and Canadian convenience stores, it would be interesting to talk about the various roles convenience stores have come to play in Japan. The students could learn, for example, about the great number of convenience stores, particularly in the Tokyo area, and their intense competition for the market that has led some to perform some of the functions of banks, post offices and so on in addition to their role as mini supermarkets. The students could also consider the implications of the fact that convenience stores make it possible for people to shop for basic, daily items without getting involved in the kind of interpersonal communication typical of the traditional neighborhood grocery store. Finally, the lesson is by no means restricted to the two chain stores mentioned. The ideas are applicable to a wide variety of stores.

## WORK SHEET

なまえ \_\_\_\_\_

1. Which of these would you order?

\_\_\_\_\_を \_\_\_\_\_個と \_\_\_\_\_を \_\_\_\_\_個 ください。

2. Think of two kinds of donuts which are not listed above. Try to write them in *katakana*.

アップルパイ 個	ハニー ディップ 個	エンジェル クリーム 個	カスタード クリーム 個
フレンチ クルーラー 個	ゴールド チョコレート 個	ココナッツ 個	ココナッツ チョコレート 個
ダブル チョコレート 個	チョコリング 個	クリスピー シナモン 個	クリスピー サワー 個
クリームチーズ マフィン 個	チョコレート マフィン 個	プレーン マフィン 個	オールド ファッション 個

## ROLE-PLAY SHEET

Partner 1

	おべんとう	490円
	くつした	円
	ざっし	980円
	サラダ	円
	オレンジジュース	120円
	クッキー	円
	はなび	円
	お茶	380円
	チューインガム	円
	ポケモンカード	95円
	ボールペン	100円

Partner 2

	サラダ	200円
	クッキー	200円
	おべんとう	円
	オレンジジュース	円
	ざっし	円
	お茶	円
	ポケモンカード	円
	くつした	500円
	チューインガム	95円
	はなび	1800円
	ボールペン	円