

Topic 1: にほんご だい1か こんにちは

Attendance

Introduction of the topic

Teacher's Focus To use the photos on the introductory page (p.21) effectively to arouse the students' interest in the new topic. **10 min**

Introduce what will be discussed in this topic in English or Tagalog.

T: What is this woman doing? (Greeting) Do you know any Japanese greetings? How about our greetings?
What are these people doing? (Talking) Who are they talking to? (Friends/Teachers) What language do they speak? Which country are they from?
We won't study Japanese characters in this course, but what do you know about Japanese characters? (The same as Chinese characters? Hiragana? Katakana?)

Teacher's Focus To introduce the Can-do statements so that the students will be aware of what they will be able to do by the end of the lesson.

Slide 1

Topic 1 Lesson 1
Nihongo: Konnichiwa

Can-do Goals:

1. Exchange greetings
2. Recognise Japanese characters

T: みなさん、読んでください。
(Let the students read aloud the Can-do statements)

Slide 2

Topic 1 Lesson 1
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2. Recognise Japanese characters

T: Let's start with the second Can-do. Wouldn't it be cool to be able to recognize Japanese scripts? Let's study Japanese characters!

2 ひらがな・カタカナ・漢字 (かんじ) hiragana/katakana/kanji



T: Do you have any ideas (pre-conceived notions) about Japanese scripts? (S: I think it's the same as Chinese. Japanese scripts include Hiragana and Katakana.)

1 にほんごは どれですか。
Which is Japanese? 10 min

Teacher's Focus To make the students notice that there are many other countries besides Japan which have their own writing system.

Let the students recognize the Japanese notation system and motivate them (p.24).

T: Take a look at p.24. Do you recognize the countries of origin of these writing systems?

(From left: English, Chinese, Korean, Arabic, German, Thai, Russian, Hindi, Mongol, Japanese, Myanmar)

T: Can you read any of them?

* English & German - because they are written with the Roman alphabet

* Other languages have their own writing system. Pilipino-ALIBATA?

Introduction to the 5 writing systems:

T: Do you know the names of the Japanese writing systems? How many systems are there? What are the differences among them?

HIRAGANA-syllabic; curved strokes; used for writing native words

KATAKANA-syllabic; pointed strokes; used for writing loan words/onomatopoeia/words for emphasis

KANJI-derived from Chinese characters; have meanings & also represent sounds

ROOMAJI-use Roman alphabet to represent syllables

ARABIC NUMERALS-SUUJI

* Do chorus of the 5 types of writing systems.

2 ひらがな?カタカナ?漢字?
Hiragana? Katakana? Kanji? 15 min

Teacher's Focus After making the students recognize the 5 writing systems, show how these are combined in various reading materials, and make them aware of the existence of Japanese writing systems in their surroundings.

*Give out Nihongo newspapers

T: Look at the reading material.

T: Can you recognize which is Hiragana, Katakana, Kanji, Roomaji?

T: What do you notice? (Teacher to do BANSHO)

* How are Hiragana, Katakana, Kanji, Roomaji are combined?

* Written both vertically & horizontally.

* Which is the front page? * Which is the headline? The article?

* No space between words.

* Show other reading materials ざっし ほん しょうせつ きょうかしょ まんが

* Show other reading materials 雑誌・本・小説・教科書・漫画.

* Let the students notice above observations for other reading materials, especially that books open from

right going to left.

(1) しんぶん

Slide 3

Photo in p.24
(Article about
shichigosan)

T: OK, take a look at this slide.

T: Look at the boxed portion of the shinbun which says number 1.

T: Can you recognize which writing system is being used? (Hiragana, Kanji)

* Let the students point out and show to classmates which is Hiragana/Kanji.

* Do the same for numbers 2 (Katakana & Kanji) & 3 (Hiragana, Kanji & Suuji)

OPTION TO CUT THIS PORTION SINCE ALREADY DONE WITH NEWSPAPER

(2) ざっし

Slide 4

Photo in p.25
(Upper portion)

T: Look at p.25. What do you think these are? (Magazine? Flyer?)
 T: This time, try to match which number describes the scripts shown in boxes (a) to (e). For example, in number 1, we have Hiragana + Kanji → (b).
 Can you recognize the Hiragana & Kanji? (YES)
 T: Try numbers 2-5 with your partner. (a, c, d, e)
 * Show slide 4 for the students to check their answers.

3 あなたの まわりに 日本語が ありますか。
 Can you find Japanese scripts around you? 10 min

Slide 5

Photo in p.25
(Under portion)

T: Look at the photos. Do you recognize these places? (France & Thailand)
 T: What do you notice?
 * Even if the setting is not Japan, there are Japanese signs.
 T: Signs regarding what? * Restaurant/Massage spa
 T: How about here in the Philippines? Do you encounter Japanese writing? Where?
 * Restaurant, food labels, trucks, buses, hotels, etc.

1 こんにちは
 Konnichiwa

Slide 6

Topic 1 Lesson 1
 Nihongo: Konnichiwa
 1. Exchange greetings

Slide 6 を見せる。
 Can-do を読む。
 1. To be able to exchange greetings

1 あなたは どうしますか。にほんでは どうしますか。
 What do you do? What do people do in Japan? 10 min

Teacher's Focus To make the students become aware of the various ways that people greet around the world. (Intercultural Understanding)

Ask about the pictures. (p. 22-23)
 T: What situations do the pictures depict? (Greetings)
 T: How do people greet each other in the pictures? (Touch cheek, bow, put hands together, handshake – but greetings are not just gestures, expressions are also said)
 T: Are the settings & relationships of the people the same for the 5 examples? (No) How are they different? (a, c-VERY close friends/relatives; b-business clients; d, e-friends, people you meet for the first time, business clients)
 T: How about us Filipinos, do we also greet the same way? (Yes for a, c, e, and also MANO, BESO, WAVE OF HAND)

T: How about the Japanese? From what you have heard or read, watched on TV, videos, or seen in real life, how do you think they greet each other?
(Prevalent is (b) or おしぎ, but not always. For ex. at JFM, just saying expressions like good morning, etc. is enough)
Discuss about ways of bowing, physical distance of people while bowing



15 min

Teacher's Focus To make the students can pronounce and know the meaning of new vocabulary.

Before listening

T: Let us learn the basic expressions used in daily situations.
*The students try to read p.22-23 by pairs.
T: Try reading the expressions with your seatmate, focusing on the setting – imagine when these expressions will be used; later on you will listen to the CD for the correct pronunciation.
T: Were you able to guess the setting & the meaning of the expressions? Were you able to pronounce the expressions?
* REMIND: 2 vowels together are pronounced not separately, but by lengthening the vowel sound.

Listening 1 [Track #002-010] (without pause) and point to the appropriate portions of the textbook.

T: Listen to the CD; again, try to imagine the setting. Also try to guess the meaning of the expression. As you listen, point to the character who is speaking.
*T mentions “# 1, etc.” to guide S through the CD.
*After listening to the whole track, ask whether the students were able to guess the meaning of the expressions.

Confirmation of the Meaning

BATCH 1:

T: Let's listen to expressions 1-4 again, point to the characters again, and then we will discuss the meanings.
* Listen again to number 1. Ask the students what the situation is,
[Track #002-005] one by one
and what the meaning is. Include talk about bowing, only slightly with the head.
* Do Chorus repeat & individual round, if time allows
---- DO the same for expressions 2-4. ----
*After confirming the meaning of expressions 1-4, review expressions using e-kaado, doing Chorus & Individual round, if time allows. あいさつの絵カード #s 1-4

BATCH 2:

T: This time, let us listen to expressions 5-9, point to the characters again, and then we will discuss the meanings.
[Track # 006-010] without pause
* Listen again to number 5. Ask S what the situation is,
[Track #006-010] one by one
and what the meaning is. Ask for concrete examples, like what are the situations where one says THANK YOU, I'M SORRY, or calls someone's ATTENTION.
* Do Chorus repeat & individual round
---- DO the same for expressions 6-9. ----
* After confirming the meaning of expressions 5-9, review expressions using e-kaado, doing Chorus & Individual round. あいさつの絵カード #s 5-9

BATCH 1&2: Mix 絵カード, show randomly to students and let them say the expression.

あいさつの絵カードをランダムに

Listening 2 Listen to the CD and repeat while looking at the pictures.

T: Again, listen to the CD and repeat after each character, including the appropriate gesture.

[Track #002-010]



にほんごで あいさつを しましょう。

Greet each other in Japanese. 20 min



Teacher's Focus

To let the students be aware of gestures and interpersonal distance as part of greetings in Japan.

Oral practice 1

- Divide the class in two groups. (A and B)
- Show **e-kaado** and let the students say the greetings. (A→B, then B→A)
- T: Say the appropriate expression of the **e-kaado** shown.

Oral practice 2

- Respond appropriately to what the teacher says.
- T: Respond appropriately to what I say.

Oral practice 3

- Pair work: greeting by pairs. (A→B, then B→A)

Role play/game (S can bring their books during the game)

- *Students form 2 lines facing each other. One group is A, the other, B.
- *Instruction: I will give a situation & you will do role play & say the appropriate expression and do appropriate gesture depending on situation. For round 1, A will speak first, then B.
- Ex: IT'S 8AM, YOU MEET YOUR OFFICEMATE AT THE CORRIDOR. What do you say?
(A 「おはようございます」 B 「おはようございます」)
- OK, let's start!

1. You meet your officemate 8 am at the corridor (おはよう ございます)
 2. You meet your classmate 6:15 pm before class starts (こんばんは)
 3. You are going home after watching a movie (さようなら / じゃあ、また)
 4. You visit your teacher during lunch break (こんにちは)
 5. Partner A, you saw B drop some papers, call the attention (すみませんーはい)
 6. Partner A, Partner B opens the door for you (ありがとう ございます/ すみません…いいえ)
- Change roles: For round 2, B first, then A replies
7. Partner B, you come late for an appointment (すみません…いいえ)
 8. You received a gift from A (ありがとう ございます/ すみません…いいえ)
 9. You meet partner A at the mall one evening (こんばんは)
 10. You don't have overtime, so you are leaving ahead of A (おさきにしつれいします…おつかれさまでした)
 11. You meet your partner on an early morning jog (おはようございます)
 12. You are going home after having lunch with a friend (さようなら / じゃあ、また)
- *If time allows, let S draw a picture card and do role playing.

Can-do check



Slide 7

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Nihongo: Konnichiwa

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