

## Topic 2: わたし だい3か どうぞ よろしく

### Attendance & Review

#### Slide 1

Topic 1 - Nihongo  
Review of Can-do Goals:

1. Exchange greetings
2. Recognise Japanese characters
3. Use basic classroom expressions
4. Write your name & country in Japanese

Let's recall what we have taken up in Topic 1. Can you recall what you CAN-DO? (Discuss a little of each).

1. Exchange greetings
2. Recognise Japanese characters
3. Use basic classroom expressions
4. Write your name & country in Japanese

### Introduction of the topic

**Teacher's Focus** To use the photos on the introductory page(p.31) effectively to arouse the students' interest in the new topic.

#### Textbook

p. 31

T: Today we are going to start Topic 2. 31 ページを見てください。  
Do you know what our topic is? (About family, etc.)  
T: Do you know 「わたし」? 英語でどういう意味ですか。(MYSELF)

**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 2

Topic 2 *Watashi*  
Lesson 3: Doozo yoroshiku

Can-do Goals:

5. Give a simple self introduction.
6. Recognise the parts of a business card

Let's check our Can-dos for today.  
READ: 5. Give a simple self introduction  
6. Recognise the parts of a business card



どうぞ よろしく  
Doozo yoroshiku

15 min



024-028

**Situation** Introducing oneself to people at an international exchange party.

**Teacher's Focus** To make the students understand the situation through the illustration, and the contents of a self-introduction through the CD(name and hometown).

**Textbook**



**Before listening**

- T: 32 ページを 見てください。
- T: Where is this? (Party)
- Who are in the picture? (Foreigners & Japanese)
- Do you think they know each other? Why/why not? (Very formal, etc.)
- What do you think is the occasion? (Getting to know each other, Christmas, etc.)
- What do you think they are talking about? (Name, Country of origin, Language spoken, Occupation, Where is family)

**(1) えを みながら ききましょう。**

Look at the picture and listen.

**Listening 1 [Track #024]**

T: はい、では 聞きましょう。 You can see ㉔-㉕. This means there are 5 conversations. Try to point to the person who is talking & guess what they are saying. Try pronouncing the names in a-e before listening to the track.

- \*T mentions “㉔, etc.” to guide S through the track.
- \*After listening to the whole track, ask:

**After listening**

- T: Were you able to guess what the people were talking about? (Self-introduction)
- T: How do you know? (I heard names)
- T: Did you get the names of the people who were talking? (Some,??)
- Did you notice how some people pronounced their own names? (Ku-ri-su-ti-i-na)

**(2) もういちど ききましょう。だれと だれですか。**

Listen again. Who is with who?

**Before listening**

T: Now you will listen again, this time focusing on the names of the people talking. 32 ページを 見てください。 You already know やまだ, キム, ムハンマド, クリスティーナ, & ジョイ, right? As in the example, the answer for ㉒, やまだ is (d-ワン), so you will choose your answers from the names in a-e. Find the partner of each person from ㉒-㉕.

T: OK, let's listen first to the example. 聞いてください。

**Listening ㉒~㉕を聞く [Track #025-028]**

\*T mentions “㉒, etc.” to guide S through the track and pauses after each number if necessary.

**After listening**

- 1) ペアで答え合わせ
- 2) 1 問ずつ track を聞きながら答えをチェック



15min



**Slide 3**



**Before talking**

T: This time, listen to the track with the focus on the MEANING of the conversation. Try to guess what they are talking about. Remember, the setting is at a party. What would 2 people in line talk about? (Self-introduction, etc.)

Play track,#1 [Track #024]

T: Did you get the flow? What was the first line?

(はじめまして。やまだです。あのう、おなまえは。) & the answer? (ワンです。)

\* Click to show はじめまして.../ ワンです (Slide 3)

T: What's the meaning? (.....)

\*If S cannot get meaning, do kaiwa with big gesture (shaking hands?) & say:

T: はじめまして。やまだです。あのう、おなまえは。

T: ワンです。

\* After S gets meaning, say:

T: What did you hear next? (ワンさんですね。どうぞ よろしく。)

T: & the answer? (どうぞ よろしく) \*CLICK ANIMATION 2

T: What's the meaning? (.....)

T: Why did Yamada san say ワンさんですね? (Didn't quite get the name)

T: What if you TOTALLY DID NOT get the name? (すみません)

T: 32 ページを 見てください。 There is a note at the middle, right portion.

T: What is “EH?” (Expression when not sure, like “HUH?”) BUT usually not used for older people or those of higher position. Instead, use もういちど おねがいます。

T: ANY QUESTIONS?

**Oral practice**

T: Ok, let's review the basic kaiwa before our activity. Recall that the situation is a party.  
Repeat after me, line by line.

T: Next, I will be やまださん, you will be ワンさん  
\* T やまだ - S ワン → S ワン - T やまだ → then divide class into.  
SA & SB: A やまだ - B ワン → A ワン - B やまだ

**Talk in pairs** → presentation

\* Use p.32 kaiwa (Slide 3) as reference.  
T: This time, you will stand up & form 2 circles, 1 inner & one outer. Do actual self-introduction, inner circle moving clockwise. You may be called to present by pairs later.  
\* Check if they know classmates by asking all to remove nameplate & asking the names.

**2** べんきょうちゅうです  
Benkyoo-chuu desu

**1**  **どちらからですか。**  
Where are they from? 10 min



**Teacher's Focus** To make sure the students know which countries the flags represent.

**Before listening**

T: 33 ページを 見て ください。What is this? (map & flags) Do you recognize the flags & the countries they represent?  
T: You can see on the left side the names of the characters that we have encountered in the previous section. Can you guess the topic of the next CD track? (Countries they came from)  
T: Yes. So try reading the names of the countries under the flags before we listen to the CD. What should we try to catch from the conversations? (The country name)

**Listening sample #1** Track #029

T: OK, let's listen first to the example why E is the answer. きいて ください。After listening, ask:  
T: What did you hear? (ちゅうごく)...OK, can we start? Focus only on the country names.

**Listening #2-5** Track #025-033

\*T mentions "# 2, etc." to guide S through the CD and pauses after each number.

**After listening**

- 1) ペアで答え合わせ
- 2) 必要があれば、1 問ずつ CD を聞きながら答えをチェック

**Slide 4**



『韓国、韓国人、韓国語』の紹介

T: Did you notice anything about the words referring to the countries? (???.....) Anyway, let's listen once more to No. 2 & listen to the word referring to the country.  
\* Have S pick out かんこくじん, if possible. After listening, ask:  
T: What did you hear? Not just かんこく but? (かんこくじん)  
T: OK, 33 ページを 見て ください。The upper right hand portion. What do you think the meanings of these words are? (Country, Nationality, language)  
T: Yes, So, WAN san's COUNTRY is (point to flag e)? (ちゅうごく)  
He is? (ちゅうごくじん) & speaks? (ちゅうごくご)  
T: How about COUNTRY OF letter a? (ドイツ....) PERSON FROM a? LANGUAGE of ドイツ人?  
How about COUNTRY of b? (エジプト), PERSON from b? LANGUAGE of エジプトじん?  
\* for エジプト, language = アラビアご  
T: How about COUNTRY of c? Person, language?  
\* for オーストラリア, language = えいご  
T: How about our country?  
\* フィリピンご, タガログご, えいご = all OK



2 できますか。できませんか。(はい:○ いいえ:×)  
Can they speak the language? (yes: ○ no:×) 10 min



Teacher's Focus

To make the students understand whether the characters can speak a certain language.

Before listening

- T: 33 ページの 2 番を 見てください。 We have 5 characters here. Do you recognize them? (Attendees of the party)  
 T: So take note that the situation is still the party. The attendees have already started warming up to each other. So far, what info about themselves have they shared? (Name & Nationality) So the next CD track is the continuation of their conversation.  
 T: Look above the pictures of the characters. Can you recognize these different languages? What do we have from left? (えいご、ちゅうごくご、かんこくご、アラビアご、ドイツご)  
 T: Yes. And for this exercise, look at the answer in the box beside たなか. It's a circle, or in Nihongo, まる○.  
 T: When are you supposed to write まる○? (できます is heard???)

Slide 5



10 min



T: Look above the various languages. You will see ○ & X or in Nihongo, ばつ. So for ○, listen for the word?.. できます, & for ×, listen for the word? できません.

Listening sample Track #034

- T: OK, let's listen first to the example why ○ is the answer. 聞いてください。  
 \* After listening, ask:  
 T: What did you hear? (できます)...OK, can we start? Just focus on the 2 words.  
 Listening Track #035-038  
 \* T mentions "# 2, etc.." to guide S through the CD and pauses after each number

After listening

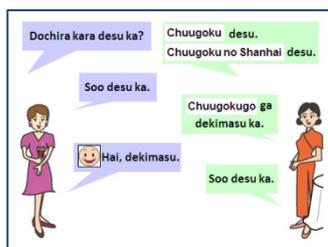
- 1) ペアで答え合わせ
- 2) 必要があれば、1 問ずつ CD を聞きながら答えをチェック

Situation Asking whether one's partner can speak one's mother tongue.

Teacher's Focus

To make the students talk about whether one can speak a certain language, guiding them in applying the rule for forming words about nationality & language for countries not learned in class.

Slide 6



Before talking

- T: This time, listen to the CD with the focus on the MEANING of the conversation. Try to guess the meaning of the conversation. This track is about 2-1, the upper portion of p.33. Remember, the setting is still at the party.  
 \* Play Track #029  
 T: Did you understand the conversation? What was the first line? (ワンさんは どちらからですか。) & the answer? (ちゅうごくです。ちゅうごくの シャンハイです。) Followed by? (そうですか。)  
 T: What's the meaning? (Where are you from, Wan-san? China)  
 \* Click to show this portion, Slide 6.

T: Next we will listen to the CD track about 2-2, the lower portion of p.33

\* Play Track#035

T: Did you get the flow? What was the first line? (やまださんは ちゅうごくごが できますか) & the answer? (はい、できます。ちゅうごくごは おもしろいです。) Again followed by: (そうですか。)

T: What's the meaning? (.....)

\* If S cannot get meaning, do kaiwa with big gesture of thumbs up while mentioning eego & say:

T: やまださんは ちゅうごくごが できますか。

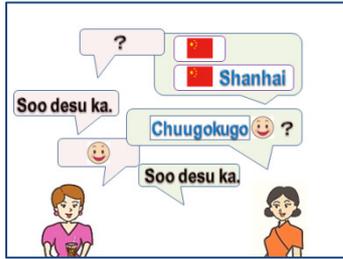
T: はい、できます。

\* After S gets meaning, say:

T: Then the reaction was? (そうですか。)

\* Click to show this portion (Slide 6).

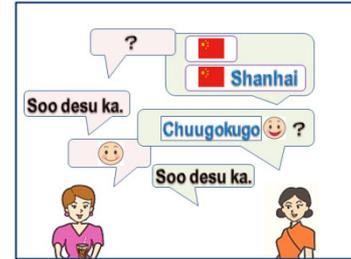
**Slide 7**



**Slide 8**



**Slide 9**



T: So now you know how to answer when asked about language. If you are asked, えいごが できますか, you answer with (CLICK-はい、できます) Slide 7  
 T: What if you are asked ちゅうごくごが できますか. (CLICK-いいえ、できません) Slide 8  
 T: What if you are asked にほんごが できますか. (CLICK はい、すこし....) Slide 9  
 \* Ask for meaning of すこし/ べんきょうちゅうです.

T: 33 ページを 見てください。 There is a note at the lower, right portion.  
 T: ANY QUESTIONS?

**Oral practice**

T: Ok, let's review the basic kaiwa before our activity. Recall that the situation is a party.  
 \* Show Slide 6  
 T: Repeat after me, line by line.  
 T: Next, I will be やまださん, you will be ワンさん  
 \* T やまだ-S ワン → S ワン -T やまだ → then divide class into A & B:  
 \* A やまだ-B ワン → A ワン -B やまだ

**Talk in pairs** →presentation

\* Use (Slide 6) as reference.  
 T: This time, you will do the conversation by pairs. You may mention your province & the language of your province, or just use Manila. You may be called to present by pairs later.

**3 おしごととは? Oshigoto wa?**



10 min



039-044

**Teacher's Focus** To make the students guess the meaning of the written words by looking at the photographs before listening to the CD.

**Textbook**

Photos in p. 34  
(Occupations)

**Before listening**

T: 34 ページの 写真を見て下さい。 What are these? (Occupations)  
 T: Yes, this is another topic that may be talked about when you meet somebody for the first time, right? Can you guess what the occupations are?

**Listening sample #1** [Track #039]

T: Let's listen first as to why d is the answer. 聞いてください。

\*After listening, ask:

T: What did you hear? (しゅふ) いいですか。 Just focus on the occupation.

**Listening: Guess the meaning #2-6** [Track #040-044]

\*T mentions "# 2, etc.." to guide S through the track and pauses after each number

**After listening**

- 1) ペアで答え合わせ
- 2) 必要があれば、1 問ずつ CD を聞きながら答えをチェック



15 min



**Before talking**

- T: Let's just go over the occupations, whether you got the meanings correctly.
- \* Difficult is こうむいん & かいしやいん.
  - \* For こうむいん, instead of giving the direct meaning, give examples like MAYOR, BIR, BOI, DOTC, DFA, MMDA.
  - \* For かいしやいん - TOYOTA, IBM, NESTLE, SAN MIGUEL, CITIBANK, CENTURY PROPERTIES
- T: Do you remember the flow of the conversation for each number?
- \* If yes, ask for the Q&A flow, then show slide 10.
  - \* If no, listen to the track with the focus on the MEANING of the conversation. Try to guess what they are talking about.
  - \* Confirm whether students understood the Q&A before **Oral practice**.

**Slide 10**



**Oral practice**

- T: Ok, let's review the basic kaiwa before our activity. Recall that the situation is a party.
- \* Show Slide 10.
- T: Repeat after me, line by line.

**Slide 11**



**Talk in pairs** ペアで仕事について話す・発表

- \* Use Slide 11 as reference.
- T: This time, you will do chain drill. If not in the book, look for your occupation in the vocabulary list. You may be called to present by pairs later.
- \* Teach 休職中・求職中(きゅうしょくちゅう)です

**4** めいし  
Meeshi

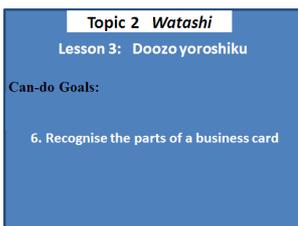


10 min



**Teacher's Focus** T To make the students aware of the format of a Japanese business card by guessing what each element is, using the Roomaji words as clues, Also to let the students discovered the differences with the business cards of Filipinos, especially the order of one's name.

**Slide 12**



**Before reading**

- \* Show Can-do slide "To be able to recognize the parts of a business card."
- T: "Business card"って にほんごで なんですか。わかりますか。(名刺)
- T: We are going to talk about business cards, but do we give them out during parties? (No)
- T: So, WHEN or what are the situations where we have to give them? (Business situation)
- T: Yes, so keep in mind that you will be challenged when given a 名刺 by a 日本人.

**Slide 13-16**

<p>p. 35 Meeshi 1 竹田</p>	<p>p. 35 Meeshi 2 落合</p>	<p>p. 35 Meeshi 3 山田</p>	<p>p. 35 Meeshi 4 関口</p>
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**Reading** いろいろな名刺の例を見て、名前などが どれか推測させる。  
**Show Slide 13** 竹田(たけだ) (こうむいん) \* Read names  
 T: What is the most important information on a めいし? (なまえ) Can you guess which is the なまえ? Male or Female name? Which is family name & first name?  
 \* ROOMAJI WILL NOT BE WRITTEN SOMETIMES  
 \* Discuss めいし parts from top

**Show Slide 14** 落合(おちあい) (かいしやいん) Male or Female name?  
 \* Let S notice the VERTICAL FORMAT, COMPANY NAME & POSITION in ENGLISH-WHY? Maybe export business?

**Show Slide 15** 山田(やまだ) (きょうし) Male? Female?  
 \* Number of characters of Jap names on the average is? (4)

**Show Slide 16** 関口(せきぐち)(エンジニア) Male  
 \* TITLE ON TOP, かいしやの なまえ BELOW なまえ



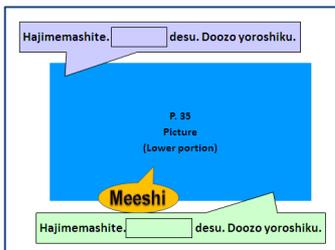
15 min



**Teacher's Focus**

To let the students try doing the exchange of business cards the Japanese way.

**Slide17**



**Before talking**  
 T: When do we give めいし? (First time we meet a person)  
 T: So you already learned what to say when you meet a person for the first time, right? What do you say? (はじめまして)  
 T: But, unlike at the party, you don't need to ask for the person's name. So you just do this (CLICK)

**Oral practice**  
 T: Repeat after me line by line.  
 \* Tell S that orientation of めいし should be for the other person to be able to read your name easily.  
 T: OK, try doing self-introduction together with the giving of the めいし. Bring out the “めいし” that you made last meeting.

**Talk in pairs**  
 \* Let the students do self-introduction after exchanging business cards. 名刺交換(めいしこうかん)しながら、自己紹介(じこしょうかい)

## Can-do check



### Slide 18

Topic 2 *Watashi*  
Lesson 3: Doozo yoroshiku

Can-do Goals:

- 5. Give a simple self introduction.
- 6. Recognise the parts of a business card

#### 宿題

- 1) Bring family picture SHORT BOND PAPER SIZE. If no homework, cannot attain Can-do of Lesson 4.
- 2) 4 課予習