

Topic 2: わたし だい4か かぞくは 3にんです

Attendance

T: こんにちは。授業を始めましょう。では、出席をとります。
*質問しながら 出欠席をとる。例) T: (Last name) ですね。 T: お仕事は? T: ~語ができますか?

Review

T: Pretend you are in an アニメ/マンガ CONVENTION here in Manila, where there are lots of 日本人. If you want to be friend them, what would you say? (はじめまして。~です。どうぞよろしく。)
T: If you are asked 「どちらから」, how would you answer?
(With one's city of residence/province)
T: After introducing yourself, talking about where you are from, what your occupation is, what other things do you think you would talk about?

Introduction of the topic

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



T: Okay then, let's look at our can-do objectives for today.
PPT を見てください。読んでください。
7. Talk briefly about your family.
8. Tell about your family, using the photo.

1 かぞくは 3にんです

Kazoku wa san-nin desu

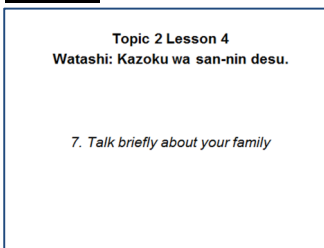
10 min



Situation Talking about one's family to a new acquaintance.

Teacher's Focus To make the students familiar with family member terms.

Slide 2

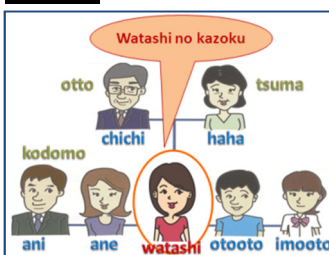


T: So our first Can-do is TALKING briefly about your family, still under the topic わたし. I just want to find out, “わたし” ってどういう意味ですか。英語で? (ME???)
T: So today's topic is talking about ONE'S OWN FAMILY. Let's start by looking at the next slide.

Before listening

T: Slide を見てください。
T: What does this chart show? (FAMILY TREE)
T: Who is the speaker in this chart? (わたし??) (すずき-chance to intro book characters in front portion of book)
T: OK, try reading & pronouncing the words which refer to each person on the chart before we listen to the track.
注: 日本語で 言えなくてもいい、絵にある人の関係が分かっているかどうかだけチェック。

Slide 3



Listening 1 [Track #045]

T: 36 ページを見てください。Track を聞いてポイントしてください。そして、リピートしてください。
Tr: 父です。 S: 父です。 /Tr: 母です。 S: 母です。
Tr: 兄です。 S: 兄です。 /Tr: 姉です。 S: 姉です。
Tr: 弟です。 S: 弟です。 /Tr: 妹です。 S: 妹です。
PAUSE track, say: Try to guess the meaning of the next sentence.
Tr: わたしの 家族は 7人です。



046

T: (Point to each person on slide & say) 1, 2, 3, 4, 5, 6, 7-7 人です。
T: OK, repeat after me, わたしの 家族は 7人です。

Reference: http://words.marugotoweb.jp/static_contents/pc/collection/number.php?lang=en
(MARUGOTO Words collection "number")



「わたし」の かぞくは どれですか。

Which picture shows the speaker's family?

10 min



047-051

Teacher's Focus To let the students notice from the CD about how to talk about one's family, including how to say the number of family members one has.

Textbook



Before listening

T: We will next go to the listening exercise. 36と 37 ページを 見て ください。これは?家族の 写真です。 For the 5 photos, the わたし is the speaker (point the わたし portion in book).

* Make sure the students have recognized who is わたし for each number.

Listening sample #1 [Track #047]

T: The answer for #1 is (a). Listen to the example & find out why (a) is the answer.

*Plays.

T: Did you get why (a) is the answer (3 人). Take a look at the memo on the lower portion of p. 36. These will be your hints. OK, now you know what to listen for.

T: (Point to each person on slide & say) 1, 2, 3, 4, 5, 6, 7-7 人です。

T: OK, repeat after me, わたしの 家族は 7 人です。

Listening #2-5 [Track #048-051]

After listening ペア→全体で答え合わせ
答え (2-c, 3-d, 4-e, 5-b)

Confirmation of the meaning もう一度 CD を聞く。 [Track #047] only

T: もういちど 1 番を ききましょう。 This time focusing on the flow.

What did you hear? 意味は わかりましたか。(わたしの 家族は 3 人です。父と 母と 私です。= THERE ARE 3 MEMBERS IN MY FAMILY. FATHER, MOTHER & ME.)

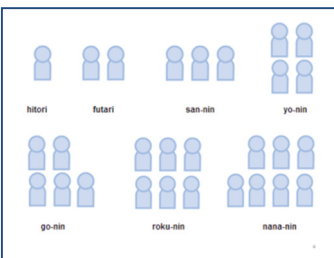
* If S cannot get the meaning. Play #048 & ask again to guess.



10 min



Slide 4



Oral practice 1 人数

T: OK, let's practice saying the number of members before you do the dialogue.

* Show PPT 4, do Chorus repeat

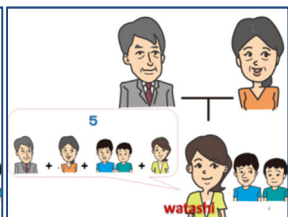
T: Is there anyone with more than 7 members in his family?

* Ask those with more than 7 members to say the number of family members.

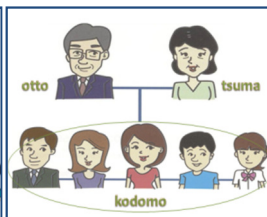
Slide 5



Slide 6



Slide 7



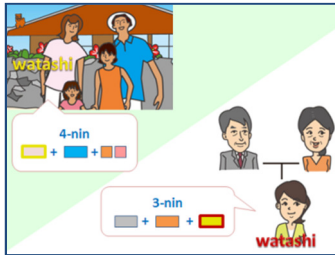
Slide 8



Oral practice 2 (家族紹介かぞくしょうかい)

- T: Can you now introduce your family? れんしゅうしましょう。
 T: Slide 5 を 見てください。
 T: So for example you have 2 Kuyas, how will you say it?
 (おとうと ふたりと, etc.) Slide 5&6
 T: What if you are already married? Anybody here married? With children?
 * Show slide 7 let S guess meaning of つま、おっと、こども、then DO CHORUS REPEAT.
 * Let S listen to Track #048
 T: What did you hear?
 * Show slide 8 after S has mentioned the expressions they have heard. DO CHORUS REPEAT.

Slide 9



Talk in pairs

- T: Did you bring family photo today? Are you ready to talk about them?
 Let's have a pair practice. You can refer to the Slide 9 & introduce your family to your partner. Later on, you will be asked to present in front of the class.
 * If with pet, introduce.

2 おいくつですか
Oikutsu desu ka 10 min

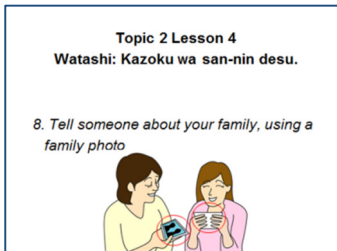


052-055

Situation To interact while looking at a family photo.

Teacher's Focus To be able to let the students notice the words used in talking about one's family, like age, occupation, and place of residence.

Slide 10



Before listening

- T: So for the next Can-do, the situation is where you & your friend are looking at your family photo & talking about the family members.
 T: 38 ページの写真を 見てください。
 Whose family picture do you think this is? What nationality? We will be listening to the CD. Familiarize yourselves with the info written in the boxes on both sides of the photo. I'm sure you already know the meaning of most of these words. You will hear these on the CD. Remember, the Nihonjin owner of the photo & another person are talking. Try to guess what they are talking about.
 T: Point to the words in the book whenever you hear them on the CD.

Textbook



Listening Track #052-055

T: では、聞いてください。

After listening

- T: Have you come up with your guesses? Were you able to understand some of the conversation? What was the first line? 「この人はだれですか」。
 T: こたえは? (あね)
 T: はい、あねです。So what do you think is the meaning of the question?
 * Show the memo (TOP RIGHT) & act out この人は by pointing to the 姉 in the photo.
 * If S have been able to guess the meaning of the Question correctly, ask:
 T: What did you hear next? S: (32 さい)
 T: はい、32さいです。And what do you think this means? (AGE??)
 T: はい、そうです。Let's practice saying some ages.
 * 44, 53, 65, 26, 49, 27, 31, 18, 20
 T: How about the next line? (おおさかに すんでます) What do you think it means? (WHERE DOES SHE LIVE?)
 T: はい。How about the last expression? (きょうし=Occupation)
 T: So for #2, what again was the question at the start? (この人はだれですか)
 T: Ok, so it's the same flow for each number. Now we can go to the listening exercise.

Reference: http://words.marugotoweb.jp/static_contents/pc/collection/number.php?lang=en
(MARUGOTO Words collection "number")



15 min



056-059

(1) だれですか。

Who is he/she?

(2) おいくつですか。どこに すんでいますか。

How old is he/she? Where does he/she live?

Teacher's Focus To be able to match a photograph and an answer box and confirm what you write in the answer box and let S listen the title of the family name, age, address. To be able to let S remind a thing same as track #052-055 of the order.

Textbook



p. 39

Before listening

T: 39 ページの写真をみてください。

Take note of numbers 1 & 2 on top of the page. You may hear these in each number. Again, the situation is talking about family while looking at a photo.

Listening sample #① [Track #056]

T: Let us first listen to the conversation regarding ①. If you hear any word or expression or question which is found on p. 38, point to it as you listen to the CD.

* After listening, ask whether S was able to get the flow of the dialogue.

* If yes, tell S that they are to fill up (1) blanks with similar info as ANI, & (2) blanks with info similar to 33 さい or とうきょう. USE ROOMAJI or SUUJI.

Listening #②-④ [Track #056-059]

*Track ごとに pause.

T: I will pause track to give you time to write your answers.



30 min

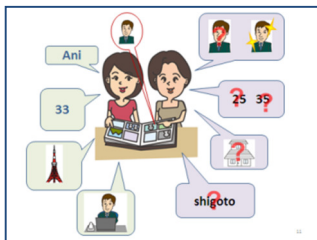


After listening ペア→ 全体で答え合わせ

(②(1)あにの こども, ③(1) ちち (2) 65 さい, ④(1)いもうと (2)パリ)

Teacher's Focus To make the students ask about the partner's family while looking at a family photo and to make them answer the questions.

Slide 11



Before Talking: Confirmation of the meaning

T: This time, we will listen again. Try to take note of the flow, and note down new words & expressions. Keep looking at the words found on p.38-39

* Let S discover that the info order on previous page is the same as info order for this exercise, & the difference is that there are questions this time.

* BANSHO the questions that S can mention, then ask for meaning.

* POINT out the questions shown on P. 38 if can't mention.

* Discuss meaning of かつこいいい, かわいいい, おわかい, きれい

Oral practice

T: So, what is new for you among these info is the AGE, right? How do we express age? (# + さい)

T: Look at ages with * sign.(1,8,10). These are special numbers for expressing age.

T: 練習しましょう。Repeat after me. (CHORUS)

いっさい、にさいなど…10さいまで、それから 20、30、40、50、60 さい。

T: Let's practice doing the Q&A about one's family members.

Talk in pairs showing Slide 11

T: Okay then, let's have pairwork. Do the same Q&A while showing your family picture. As much as possible, include comments about EACH member. Try to ask about as many members as possible.

生活と文化 Life and Culture ^{せいかつ ぶんか} かぞく Family 15 min

●Teacher's Focus●

To show that the titles used for calling one's own family members are different from terms used to refer to other people's families. To let the students compare it with one's country.

T: 40 ページを見てください。
Remember the terms for our own family? 言ってください。S: (母, 父, 兄, 姉, 弟, 妹)
T: はい, but look at the words in the balloons, what do you think are these?
S: (.)
T: 読んでください。
S: (お父さん)
T: When you talk about someone else's family, these words in the balloons are used.
S: (.)

*Reference movie: http://marugotoweb.jp/life_and_culture.php (MATUGOTO Plus/ Life and Culture)

Can-do check



Slide 12

<p>Topic 2 Lesson 4 Watashi: Kazoku wa san-nin desu.</p> <p>Can-do Goals:</p> <p>7. Talk briefly about your family 8. Tell someone about your family, using a family photo</p>
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