

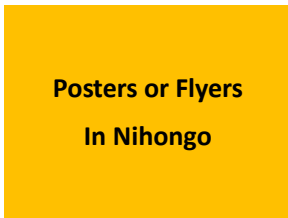
Topic 1: にほんご だい2か もういちど おねがいします

Attendance

T: こんにちは。Let me first take your attendance. じゃあ、出席をとります。
If I call your name, answer with 「はい」、ok?

Review

Slide 1



Greeting in Nihongo:

T says a greeting while throwing a small stuffed toy/ball to a student, to let the student say the appropriate greeting in return.

Writing systems:

T let S recall the 5 writing systems.

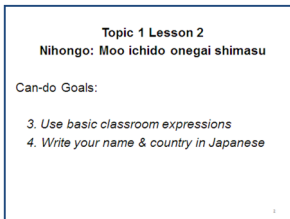
T: Do you remember the types of Japanese scripts?

* Show Slide 1, and ask:

T: Can you recognize these scripts?

* T point to characters & let the students say what kind of script.

Slide 2



T: So today we will learn more about characters later & also, about how we can understand each other in the classroom. Let's look at our Can-do's for today.

1 はい、います
Hai, imasu



011・014

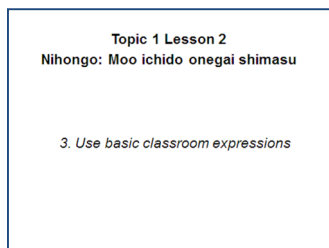
Situation The teacher checking attendance at the start of a class.

15 min

Teacher's Focus

To make the students say the appropriate expression as a reply to a teacher checking attendance.

Slide 3



T: Read the Can-do. Can-do を読んでください。
3. Use basic classroom expressions.

Before listening: Let the students guess the setting

*Look at picture (p.26) and ask these questions.

T: Where is this? Who are in the picture? What do you think is the situation – beginning of class? End of class? (Taking of attendance)

Listening: Let the students guess the meaning of the expressions [Track #011-014]

T: OK, let's listen to the CD, T & S will be conversing. The teacher's line can be seen in the orange box & the student's line can be seen in the pink box. Try to guess what they are saying.

*T mentions “# 1, etc.” to guide S through the CD.

*After listening to the whole CD, ask whether S were able to guess the meaning of the expressions.

Confirmation of the meanings & pronunciation**BATCH 1:** (はい answer, #s1&2) [Track #011-012]

* If S did not get the meaning of the conversations, listen again to CD.

T: Let us listen to conversations 1 & 2 again, and then we will discuss the meanings.

(Play CD, [Track #011-012])

T: Did you get the meaning of the conversation? What situation was it? Let's discuss #1 first. (The T asks if キムさん is present, then キムさん replies Yes)

* Do Chorus repeat both Q & A;

* T= Q, S (chorus) = A; Do one by one round for S answer.

* Do the same for expression 2, noting that 「はい、います」 means “Yes, I'm here”.

BATCH 2: (いいえ answer, #s. 3 & 4) [Track #013-014]

T: Listen next to number 3, focus on how different this is from #s. 1&2. (Play CD, [Track #013])

T: What is the meaning of the conversation?

(The T asks if ジョイさん is present, then somebody replies No)

* Do Chorus repeat both Q & A; next, T = Q, S (chorus) = A; Do one by one round for S answer.

* Do the same for expression 4 [Track #014], talking about the difference between 「いません」 and 「いいえ、まだです」

*Confirm/review the way to answer when attendance is being checked:

T: So when attendance is being checked & you are present, how do you answer? (はい) or (はい、います)

T: If your classmate is not present, how do you answer? (いません)

T: If you have knowledge that he/she is coming to class but just late, what do you say? (いいえ、まだです)

2 きいて ください

Kiite kudasai



015

15 min

Situation Various situations while a class is going on.

Teacher's Focus

To make the students understand the expressions that teacher uses in the classroom.

Slide 4

Photo in p. 26

Before listening

T: OK, look at the pictures. What do you think is the situation? Who will be saying these expressions? (Classroom instructions, with the teacher giving instructions) What do you notice about the expressions? (All end in ください)

Listening

T: はい、じゃあ、CDを聞いてください。The teacher will be speaking. Try to guess what she is saying.

* Listen to the CD, **Track #015**.

*T mentions “# 1, etc.” to guide S through the CD.

*After listening to the whole CD, ask whether S were able to guess the meaning of the expressions.

After listening: Confirmation of the meaning

Per expression:

1. T plays CD per number, asking S for the meaning of the expression

2. T says the expression, and lets S do the gesture (input)

3. After doing the above for Expressions 1-3, do a review, with T saying the expression & S doing the gesture.

PLAY PER #1-3

* Do Nos. 1-3 for Expressions 4-7

* Review all expressions, again with T saying the expression & S doing the gesture.

PLAY PER # 4-7



2 ジェスチャーゲームを しましょう。

Greet each other in Japanese. **5 min**

Game

T: This time, I will do the gesture, & you will say the expression.

*Do above exercise by pairs.

*Instruction: First, A will say the expression & B will do the gesture. Then vice versa.



3 もういちど おねがいします

Moo ichido onegaishimasu



15 min



016-020

Teacher's Focus To make the students understand the situations in the photographs by letting them guess before giving confirmation.

Slide 5

Photo in p. 27

Before listening

T: 絵を見てください。Where is this? What do you think is the situation? Again, teacher's line is in the orange box & the student's line is in the pink box.

Listening **Track #016-020**

T: Let's listen to the CD. Try to guess what the teacher and the student are saying. As you listen, point to the person who is speaking.

*T mentions “number 1, etc.” to guide S through the CD.

*After listening to the whole track, ask whether S were able to guess the meaning of the expressions.

Confirmation of the Meaning(1) Track #016

T: These are expressions which are said by the teacher.

* T plays CD for #016 again, asking S for their guesses.

CLUE FOR: 「じゅぎょうを はじめます」 & 「じゅぎょうを おわります」

* T asks: What time does our class start? (10:00 →板書)

What time does our class end? (12:00 →板書)

T points to 10:00 a.m., & Says 「じゅぎょうを はじめます」

T points to 12:00 p.m., & Says 「じゅぎょうを おわります」

* T asks S to guess the meaning of the expression

* After confirming the meaning, T lets S say the expression in Chorus, then one by one

(2) Track #017

T: Here, the T & the S are talking. What do you think they are talking about?

* T plays CD again, asking S for their guesses.

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

(3) Track #018

T: The first expression here can be a reply to Situation # 2. For the next 2 expressions, What is the girl doing? (Raising her hand to call the teacher's attention, to answer a question, to ask for clarification)

T: Listen to the first expression.

* T plays CD again, asking S for their guesses.

CLUE FOR: 「わかりました」

T: If teacher says: "Bring pencil next meeting, OK?" & you got the instruction, you say 「わかりました」

* T asks S to guess the meaning of the 1st expression.

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

T: This time, listen to the last 2 expressions, which can be used in similar situations.

* T plays CD again, asking S for their guesses.

CLUE FOR: 「わかりません。もういちど おねがいします。」 & 「わかりません。もうすこし ゆっくり 教えてください。」

T: If teacher says something in Japanese, like(早口で): 「みなさん、本の 19 ページを見てください。1~5 ばんまで読んでください」, you say「わかりません。もういちど おねがいします。」 or 「わかりません。もうすこし ゆっくり 教えてください。」

* T asks S to guess the meaning of the expression, explains the difference between the 2 expressions.

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

* If difficult to say whole expression, start chorus from end, like: -おねがいします・もういちど・わかりません.

* Also let S say the expression without 「わかりません」.

(4) Track #019

T: Where is this? (教室) What is the guy doing? (About to go out) What do say before going out? (May I go out?)

* T plays CD again, asking S for their guesses.

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

(5) Track #020

T: Where is this (House of student). What is the student doing? Who is he talking to? When do you usually call the school or your teacher? (When you will be absent) .

* T plays CD again, asking S for their guesses.

CLUE FOR: 「すみません。おくれます。」

T: In Japan, you inform not just when you will be absent but also when you will be late.

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

*If there is time, mention that the Japanese give notice through text or phone whenever they are going to be late for class/work/meeting, or be absent (intercultural understanding, and encourage the students to do likewise for Marugoto classes.

T: OK, let's listen to the next expression.

* T plays CD again, asking S for their guesses.

CLUE FOR: 「やすみます。」

T: When you are sick & cannot come to class, you say...

* After confirming the meaning, T lets S say the expression in Chorus, then one by one.

Oral practice

T: I will give you a situation, and then you will say the appropriate expression in chorus.

Example: You want to ask for the meaning of しんぶん. You will say....

S: しんぶんって どういう いみですか。

T: OK? Did you understand the instructions?

S: わかりました。

T: Then let's begin.

1. You want to ask for the meaning of しんぶん.
2. You understood the teacher's instructions.
3. You want the teacher to repeat what was said.
4. You want the teacher to speak a bit more slowly.
5. You want to go to the restroom.
6. You are going to be late for class.
7. You are going to be absent from class.

Challenge round

8. You did not hear what the teacher said.
9. You want to take a telephone call outside.
10. You came to JFM but suddenly you are not feeling well & want to go home.

4 ひらがな・カタカナ
hiragana/katakana



20 min



021

Teacher's Focus To make the students notice the pink portion of the chart.

Slide 6

Topic 1 Lesson 2
Nihongo: Moo ichido onegai shimasu

2. Write your name & country in Japanese

Review — The 5 writing systems (T Shows Can-do).

T: Let's review. What are the types of Japanese writing systems? What are the advantages of knowing how to read & write characters?

REMINDER:

For the Marugoto course, no need to memorize Hiragana & Katakana (except how to write one's name). But it is recommended that by the end of the course, one should have been able to read 60% of the characters, particularly if one wishes to continue studying Nihongo.

T: So let us learn more about the whole Hiragana & Katakana "ALPHABET".

Slide 7

Photo in p.28

T: Look at the slide. What are these? Which is Hiragana? Katakana?

What are the similarities & differences between the 2?

DISCUSS THE FOLLOWING:

1. SIMILARITIES

* Composed of same number of characters. Not letters, which represent syllables. (So not alphabet, but syllabary)

2. DIFFERENCES

a) Physical characteristic

- * Hiragana = curvy lines
- * Katakana = angular lines

b) Usage

- * Hiragana = for traditional Japanese words (which mostly can also be represented by Kanji)
- * Katakana = for words of foreign origin; non-Japanese names; to emphasize certain words (like italics); for onomatopoeia (like bang, pow)

Slide 8

Photo in p.28
Katakana portion only

T: So in order for you to be able to write your name in Katakana, let's focus on the katakana chart (20 ページを 見てください). Let's become familiar with how each character looks like, & also how they are pronounced.

- * Only one way of pronouncing each character (no short/long vowel, soft/hard c,g, etc.)
- * Vowel order (ask S what they notice about the vowel order)
- * Consonant + vowel
- * k,s,t,... order (inform S that if you memorize the consonants, you have practically memorized the syllabary)
- * Chart on right = hard sounds
- * Chart below = blends (ask why ya, yu, yo is written)
- * Pink = caution (ask why these characters are special)
- * o/wo
- * n = single consonant
= middle/end of word only
= pronounced (n - sin),(ng - sink), (m - input)

OPTIONAL:

I will play the CD (or READ). Listen & repeat, line by line. Point to each character as you pronounce it.

- * Stop CD after each row.

5 なまえ
Namae

1 どれですか。
Which is it? 20 min

● **Teacher's Focus** ● To remind them of differences in beat such as for contracted sounds (small ya, yu, yo), long vowel sounds, double consonants.

Slide 9

Photo in p.28
Katakana portion only

T: In order for you to be able to write your name & country in Japanese, what writing system will we use? (Katakana)

T: OK, let's learn more about katakana. 29 ページを 見てください。Look at the memo on the upper right hand corner of p. 29. Can you read the words? Do you know what they mean? Let us count the number of characters in each word.

DISCUSS:

- * Use of "horizontal bar" to represent lengthening of vowel sounds in Katakana.
- * Use of small "つ" to represent double consonant sound (slight pause) for k,p,s & t characters.
- * Katakana representations of foreign words are based on SOUND/PRONUNCIATION, and not the original SPELLING of the word. (How the Japanese hear the foreign words being pronounced).

(1) <E>

T: Try to match the katakana with the English names of the countries. First look at the roomaji on the right

- * Check answers with seatmates.

T: Was it easy? What was difficult?

- * Go over one by one & let the students pronounce.

(2) なまえ

T: This time, let's try to match names. After you are through, again compare with your seatmate. Compare the number of katakana characters with the roomaji,

T: How was it? Are they difficult from the country names?

- * Go over one by one & let the students pronounce, can put さん after each name.
- * Maybe GAUDI & GANDI might be difficult

きいて チェックしましょう。

Listen and check.



022・023



あなたの なまえと くにを かきましょう。

Write your name and your country.

15 min

Can-do
4**Teacher's Focus** To make the students enjoy writing their name and country in Katakana.

(1) くに

- * Ask S to guess how Philippines is written in Nihongo.
- * Call on 1 S to write the roomaji version on the board, or ask S what the roomaji syllables of Philippines is.
- * Go over one by one, ask if "FI" is found in the chart.
- * Since chart is not complete, give handout of 'Additional Katakana'.
- * Let S try writing "Firipin" in Katakana.
- * Let S compare answers with seatmates.
- * Call on 1 S to write the Katakana version on the board.
- * Let S write Katakana of FIRIPIN on index card.

(2) なまえ

Let S take note that single consonants are usually represented by 'consonant' plus 'U';
Long vowel sound = bar

- * Let S convert their names to roomaji (if no time, only nickname, then let S write their full name in Katakana as homework).
- * Let S try writing their (nick) names in Katakana on scratch paper, while T goes around guiding S.
- * Let S write final output on index card.

If time permits, can ask S to try writing their hometown in Katakana.

REMINDER:

Include written output in one's portfolio.

せいかつ ぶんか
生活と文化 Life and Culture なまえ Names 10 min

Teacher's Focus

To make the students aware of the nuances of using the correct honorific titles.

T: 30 ページを あけてください。What do you see? (Names) Whose names are these? Let's discuss one by one.

- * Let S guess the following: which are titles? For whom? Used by whom?
- * How about in the Philippines? What titles do we use?
- まおちゃん: Title for young girls and sometimes, for boys (example: nicknames like shin-chan").
- すずきさま: Family name + sama for customers (has the nuance of utmost respect).
- まつしたさん: For general use, especially together with the Last Name for people you meet for the first time (also used for bosses in the office, but option when calling boss is to use his title -かちょう課長), しやちょう (社長), etc., or his last name with his title - かちょう課長, etc, moreso if there are more than one かちょう within the same work area .
- いしかわ! - mostly among male co-workers on familiar terms, usually among colleagues of the same batch, or used to call friends/acquaintances from schooldays..
- たかしくん: For young boys / or by bosses to call younger staff members (even female).
- みちよさん: Given name+sana is used among friends, especially women; for the photo in the book, it is used by parents-in-law for calling sons & daughters-in-law, how in-laws call each other;
- そのほか: せんせい(for teachers, doctors, lawyers, politicians).
- *No need to teach: おじさん、おばさん、おねえさん、おにいさん, etc.

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

Can-do check



Slide 10

Topic 1 Lesson 2
Nihongo: Moo ichido onegai shimasu
Can-do Goals:
3. Use basic classroom expressions
4. Write your name & country in Japanese

宿題

1. Japanese Culture Experience Record Sheet
2. Write name in katakana
3. 3課予習