

Topic 5: せいかつ だい9か なんじに おきますか

Attendance & Review

15 min

Slide 1

Topic 4 Lesson 8
 le: li heya desu ne

Can-do Goals:

- 19. Ask / Say where to put things in the room
- 20. Visit / Welcome a friend
- 21. Show someone around your home
- 22. Recognise the name & address on signs

- * Ask S to recall Can-dos L8, then show Slide 1
- * ASK What are the expressions learned for Can do 19? 20? 21?
- * Actually ask some S the questions recalled by students
- * Ask S to recall the expressions when visiting, like instead of doorbell (ごめんください), before entering (おじゃまします), etc.

Introduction of the topic

- **Teacher's Focus** ● To introduce a new topic through the introductory page (p.61).

Photos in p.61

- T: In the previous topic, you learned to talk about one's house & rooms, & how to visit. But do you often visit your friend's houses? (NO) Why not? (DON'T WANT TO DISTURB FRIENDS)
- T: Before we visit, one of the things we have to find out is about one's schedule. 61 ページを見てください。In our 5th topic, せいかつ (seekatsu), we will talk about things we do every day. 「せいかつ」って どういう いみですか。So let's take a look at our Can-do's.

- **Teacher's Focus** ●

To Check the Can-do statements to see what you will be able to do by the end of each lesson.

Slide 2

Topic 5 Lesson 9
 Seekatsu: Nanji ni okimasu ka.

Can-do Goals:

- 23. Say the time you do something
- 24. Talk about your daily routine

- * Show slide 2 of Can-do's
- READ: 23. Tell the time you do something
- 24. Talk about your daily routine

1 6じはんに おきます Roku ji-han ni okimasu

Situation To talk with a co-worker or a friend about one's daily activities.

- **Teacher's Focus** ●

To determine whether the students can handle both the new terms regarding time and the terms about one's daily activities, adjusting the amount of CD input information to the level of the students.

1 

20 min

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Slide 3

Topic 5 Lesson 9
 Seekatsu: Nanji ni okimasu ka.

23. Say the time you do something

- * Show Can-do 23 slide, say: let's start with can-do 23....
- Before listening:** Guess the meaning of the words
- T: Do you have a routine every day? during weekdays? or weekends?
- T: More or less, we all have a fixed routine of what we do daily.
- * Ask some S for their routine, what time they wake up, sleep? Why early / late?

T: 62 と 63 ページを見てください。What do you think are the topics for today? (Actions, time)
 T: So we will learn about actions we do regularly, as seen in this timeline. What are actions depicted here?
 * T will not confirm yet whether answers are correct.
 T: Let's try reading the sentences before we listen to the CD.
 * S は絵を見ながら、文字を読む。

Listening –Listen & point

T: OK, look at your textbook while listening to the CD. Focus on the last word, pointing to it as you hear it. You will hear other words not written in the textbook. 聞いてください。
 *T mentions “#1, etc..” to guide S through the CD.

After listening: Confirmation of the meaning

T: What do you think these last words are? (Action words)
 * Easy to understand are: OKIMASU, NEMASU, TABEMASU
 * Ask S for the meaning of the verbs
 * Culture Note: お風呂-Japanese take a bath in the evenings, to relax before sleeping
 * Is this routine same for Filipinos?
 * After S are able to guess the meanings, go to Oral practice.

Oral practice 1 (without time) -Listen & point

T: Let's listen again to the CD. This time, while pointing to the words being said, repeat the LAST WORD ONLY of each phrase. (Can read from the textbook)
 T: CD を聞いてください。それから、言ってください。

Oral practice 2 (without time): Confirmation of the meaning and pronunciation -Point & repeat

T: Next, I will say a sentence. Point to the picture being referred to and then repeat after me. (Can read from the textbook). For example, if I say おきます, you point & say, おきます. OK?
 * Say sentences in order for the FIRST ROUND.
 * Say sentences in random order as follows for the SECOND ROUND.

ねます	うちに帰ります
会社に行きます	につきを書きます
しごとをします	ばんごはんを食べます
しんぶんを読みます	シャワーをあびます
おきます	お風呂に入ります



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Slide 4

1:00	ichi-ji
2:00	ni-ji
3:00	san-ji
4:00	yo-ji
5:00	go-ji
6:00	roku-ji
7:00	shichi-ji
8:00	hachi-ji
9:00	ku-ji
10:00	juu-ji
11:00	juuichi-ji
12:00	juuni-ji

Guess the meaning of the word

T: Let's recall our Can-do: “Tell the time you do something.”
 T: Can you tell the time already? (No)

Oral practice 1

T: OK. 62 ページを見てください, specifically the lower right portion. There's a pattern for the time, right? What is it? (Number + JI)
 T: Listen & repeat after me, pointing to each time expression as we go along.
 * T says time in order, S = chorus

Oral practice 2

* Show slide 4 of time expressions with roomaji
 T: Next, look at the slide. I will point to the time & you say the time.
 * T points to time on slide IN ORDER

*Reference: http://words.marugotoweb.jp/static_contents/pc/collection/time.php?lang=en
 (MARUGOTO Words collection “time”)

Slide 5

1:00
2:00
3:00
4:00
5:00
6:00
7:00
8:00
9:00
10:00
11:00
12:00

Slide 6

1:30	ichi-ji-han
2:30	ni-ji-han
3:30	san-ji-han
4:30	yo-ji-han
5:30	go-ji-han
6:30	roku-ji-han
7:30	shichi-ji-han
8:30	hachi-ji-han
9:30	ku-ji-han
10:30	juu-ji-han
11:30	juu-ichi-ji-han
12:30	juu-ni-ji-han

Oral practice 3

- * Show slide 5 WITHOUT roomaji
- T: Next, I will point to the time & you say the expression.
- * FIRST ROUND T points to time on slide IN ORDER
- * SECOND ROUND T points to time on slide IN RANDOM

Oral practice 4 「～はん」

- * Show slide 6 with HAN
- T: For half past the hour, just add HAN. Repeat after me.
- * T Says time in order, S = chorus

Oral practice 5

- * Show slide 5 WITHOUT roomaji
- T: Next, I will point to the time & you say the expression.
- * FIRST ROUND T points to time IN ORDER
- * SECOND ROUND T points to time on slide IN RANDOM



なんじに しますか。

What time does the man do the different things?

15 min



115

● **Teacher's Focus** ● To let the students focus on the time when listening to the CD.

Before listening

T: Our next activity will be a listening activity. For this listening exercise you will refer to the slide. You will hear 5 sentences. Get your notebook or a sheet of paper & write numbers 1-5 instead of □~⊕. Write the letter of the action & the time mentioned.

Listening sample #1 [Track #115]

T: Let's listen to the example. What is the action & time? (6時半に おきます)

1. 6(ろく)時半に おきます。 [ア]

T: OK, let's begin.

Listening: Guess the meaning of the sentences #2-5 [Track #115]

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

2. 7(し)はんに かいしゃに いきます。 [イ]

3. 12(じゅうに)じに ひるごはんを たべます。 [カ]

4. 10(じゅう)じに おふろに はいります。 [ク]

5. 12(じゅうに)じはんに ねます。 [コ]

After listening

- 1) ペアで答え合わせ
- 2) 1 問ずつ CD を聞きながら答えを確認



ばんごはんの あとで なにを しますか。

What do they do after dinner?

① の ことばをみて ききましょう。

Look at the words in 1 and listen. 10 min



116-119

● **Teacher's Focus** ● To remind the students that the situation is talking about one's activity AFTER EATING DINNER, and to let them focus on the activity done after dinner.

Before listening

T: So we have just discussed the daily routine of a typical Japanese company employee. Next, we will listen to the routine of the 4 characters shown on p. 54. 54 ページを見てください。Specifically, what their routine is after dinner, hence the title, ばんごはんを 食べます。それから 何を しますか。But before we proceed, how about you? What is your routine after dinner?

* T gives example, pointing to the actions in the book:

T: Like for our character,ばんごはんを 食べます。それから シャワーをあびます。How about you?...

Listening sample #1 [Track #116]

T: Let's take a look at the example. The answer is C, which is what action? (しんぶんを 読みます). So listen for that action in the dialogue.

* Play CD.

T: Did you hear しんぶんを 読みます? What portion of the dialogue? (Last line)

So focus on the last line. OK, はじめましょう。

Listening: Guess the meaning of the conversation #2-4 [Track #117-119]

*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 1(c) 2(j) 3(k) 4(e)
- 2) S の答えを聞いて、文を言わせる(Output)
- 3) 1 問ずつ CD を聞きながら答えをチェック

Slide 7



Confirmation of the meaning

T: This time, listen to the CD with the focus on the MEANING of the conversation. Try to guess the flow of the conversation.

* Play [Track #116]

T: Can anybody give me the flow of the dialogue?

* Get the meaning of the kaiwa from the students.

* Show slide 7 of kaiwa.

2 はやいですね
 Hayai desu ne

Situation Talking about the time one wakes up & goes to bed for people of various occupations.

Teacher's Focus

Before listening to the CD, let the students guess and talk about the occupations of the characters based on the illustrations, and also to try to guess the time that they wake up & goes to bed.



1 なんじに おきますか。なんじに ねますか。

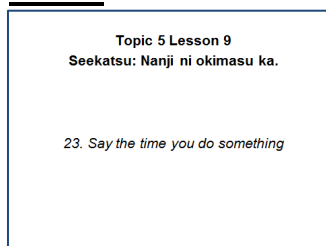
What time do they wake up and what time do they go to bed? 15 min



Teacher's Focus

After listening to the CD and confirming the meaning of the terms about time, let the students practice saying time + ころ using the memo in P. 62. Also, confirm of the meaning 「はやいですね」and 「おそいですね」.

Slide 8



* Show Can-do 23 slide 8, say: LET'S start with can-do 23.....

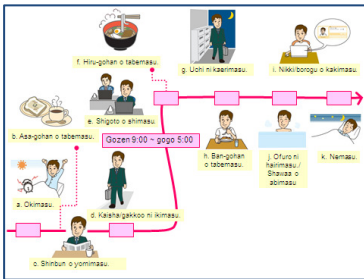
Guess the meaning of the word

T: Do you have a routine every day? during weekdays? or weekends?

T: More or less, we all have a fixed routine of what we do daily.

* Ask some S for their routine, what time they wake up, sleep? Why early / late?

Slide 9



Before listening

T: In the previous hour you learned how to say time, and also various actions you do during a day.

* Show slide 9 & say

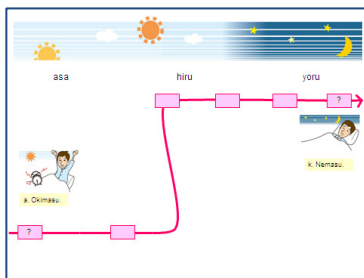
T: This is our topic for the next listening exercise.

T: Look at the words on the slide 10. Can you guess their meanings? (あさ ひる、よる)

T: 56 ページを 見てください。

* Let S read title 何時に おきますか。 何時に ねますか。

Slide 10



Listening sample #1 [Track #120]

T: First, let's look at the characters. Can you recognize their occupations? (COMPANY EMPLOYEE, SUMO WRESTLER, MANGA WRITER, POLITICIAN, SINGER)

T: Let us first look at the example. The answers are? (6:30 & 12:30). What should you focus on when you listen? (TIME)

* Play CD.

T: What portion of the dialogue did you hear the time? (After the question)

Did you hear the 2 times together? (No, after each question)

So you now know the pattern of the dialogue. Focus on the time & write your answers. OK, はじめましょう。

Listening: Guess the meaning of conversation # 2-5 [Track #121-124]

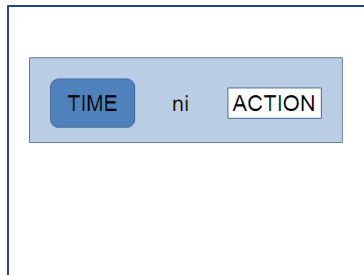
* T mentions "# 2, etc.." to guide S through the CD and pauses after each number.

After listening

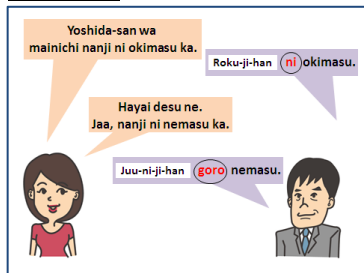
1) ペアで答え合わせ

2) 1 問ずつ CD を聞き、答えを板書してチェック

Slide 11



Slide 12



Confirmation of the meaning of conversation

T: This time, listen to the CD with the focus on the MEANING of the conversation. Try to guess the flow of the conversation.

* Play [Track #120]

T: Can anybody give me the flow of the dialogue?

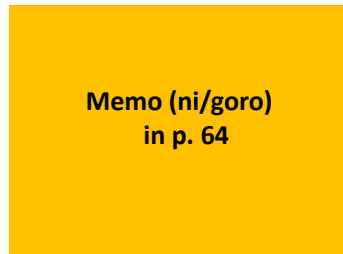
* Show slide 11 of kaiwa

* Show slide 12 TIME + に pattern, then explain ころ using slide 13, can practice saying (time + ころ)

* To teach meaning of はやい/おそい, ask S:

T: 何時におきますか (DEPENDING ON ANSWER, SAY EITHER はやい/おそいですね. (Practice adj. by saying various "time に おきます/ねます")

Slide 13



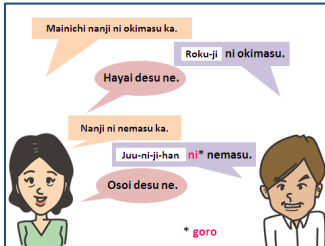


だれが はやいですか。おそいですか。

Who gets up early and who goes to bed late? 10 min



Slide 14



Before talking

T: Before we have the activity, let's practice the basic dialogue.

T: Repeat after me.

* Do T-S

T: Next we'll have Group A & B. Change the answer depending on the **time flashcard** I will show you.

* Do A-B, B-A

Talk in pairs - Interview

Worksheet: Nanji ni okimasu ka / nemasu ka

T: Let's have an activity. We can imagine a situation where you have a Japanese for homestay. You will interview your classmate regarding their waking & sleeping time. Fill in the worksheet with the information you get. Within the time limit I will give you, Try to find out who wakes up the earliest/latest, & who goes to sleep the earliest/latest. You will have a presentation at the end of the activity. Don't forget to greet your classmate at the start of your conversation, and also thank your classmate at the end of your conversation.

* After the activity, T can ask those who wake up/sleep early or late, or at irregular hours to share the reason why, before asking the S to present. Compare waking & sleeping times.

**3 まいにち いそがしいです
 Mainichi isogashii desu**

Situation Yoshida san talks about his family's daily activities.

Teacher's Focus Before listening to the CD, make sure that the students have familiarized themselves with the times and activities shown in the exercise, and let them try guessing the answers.

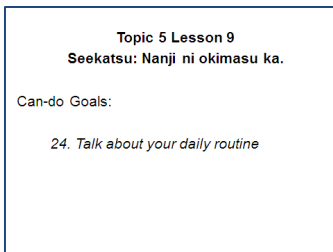


よしださんに かぞくの いちにちを ききましょう。なにを しますか。
 なんじに しますか。 10 min



Listen to Yoshida-san's Family talking about their daily routine. What time do they do it?

Slide 15



Show Can-do 24 slide,

T: Let's start with Can-do 24.....

Before listening

T: For this listening exercise, we will talk about よしださんのかぞく. By listening to the CD, you will write down the letter of the activity and the time of the activity in the blanks .

T: But first, let us look at who the family members are. We have よしださん, then?

* Let S recall L4, kazoku-can refer to p. 40.
 (2=おくさん, 3=おこさん, 4=おかあさん)

* T can ask S to compare the schedule of their own おくさん、おこさん、おかあさん to that of the one found in the book. Ask S as to the difference between routines of Filipino & Japanese housewife, elderly, student

* For おくさん's schedule, can bring out fact that in Japan, only very rich families have maids

T: Let's also review the time expressions & the actions. There are some actions you may not have learned yet, but focus on the time being mentioned.

* Let S notice that first action = おきます, last action = ねます

Listening sample #1 [Track #125]

T: Let's listen to the example. The answer is a and 10:30, so let's listen to the CD id you can catch the activity and time.
 T: This time, it's a monologue & not a dialogue. OK, let's begin.

Listening #2-4 [Track #126-128]

*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) 1 問ずつ CD を聞きながら答えをチェック



あなたの いちにちを はなしましょう。

Talk about your daily routine. **10 min**



Teacher's Focus To let the students talk about their daily routines in 5-6 sentences by using the activities of Yoshida san's family as reference.

Slide 16

6:30 7:30 10:00 10:30 12:30

Watashi wa roku-ji-han ni okimasu.
 Shichi-ji-han ni kaisha ni ikimasu.
 Yoru juu-ji goro uchi ni kaerimasu.
 Juu-ji-han ni ban-gohan o tabemasu.
 Juu-ni-ji-han goro nemasu.
 Mainichi isogashii desu.

Talk in pairs

Worksheet: Anata no ichinichi o hanashimashoo

T: Our activity will be to share what we do & at what time during the day (true or made-up) with our partner. Say at least 6 sentences. You can use the slide shown as a guide. You can start with what time you wake up & end with what time you sleep.

T gives example, and says:

T: -さん、-さんは なんじに おきますか。After which the partner will answer, and proceed directly in saying the schedule for the rest of the day.

* T can remind S that pattern is (TIME に/ごろ +ACTION.)

T: The listening partner will react appropriately with phrases like?

* Ask S to give appropriate reactions.

Ex: はやいですね、おそいですね、あ、そうですか etc.

T: Listen to your partner, as I will ask questions about your partner at the end of the activity. No note taking is allowed. I may also call on some of you to share your schedule with everybody.

* At the end of the activity, T can ask questions like:

- なんじに おきますか。
- なんじに ねますか。
- なんじに かいしゃに いきますか。

* T can ask a few S to present if there is time.

Can-do check



Slide 17

Topic 5 Lesson 9
 Seekatsu: Nanji ni okimasu ka.

Can-do Goals:

23. Say the time you do something
24. Talk about your daily routine