

## Topic 5: せいかつ だい10か いつが いいですか

### Attendance & Review

15 min

#### Slide 1

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

T: Let's recall last lesson's Can-dos. (Show slide L.9)

Ask questions like:

まいにち 何時に おきます。それから 何を しますか。  
何時に あさごはんを 食べますか。  
何時に かいしやに 行きます。  
何時に うちに かえりますか。  
何時に ばんごはんを 食べますか。  
何時に ねますか。

\* Ask S to give appropriate reactions

Ex: はいですね、おそいですね、あ、そうですか、etc.

### 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 2

Topic 5 Lesson 10  
Seekatsu: Itsu ga ii desu ka.

Can-do Goals:

25. Talk about your schedule for this week  
26. Talk about when to have a party  
27. Write a birthday card

T: Now that you know how to talk about your daily routine, how about if your friends invited you to go out? Would you say yes at once? (No) What would you do? (I would check my schedule). So in today's lesson, we will talk about one's schedule for the coming week or even for the month. Let's take a look at our Can-do's.

\*Show slide 2 of Can-do's. Can-do を読む。

## 1 かようびは よる がっこうに いきます Kayoobi wa yoru gakkoo ni ikimasu

**Situation** To talk about own schedule for the week.

**Teacher's Focus** To let the students listen to the CD several times to give them enough chance to be able to grasp the sentence structure. To let the students say the sentences a number of times in preparation for the speaking task.



30 min



129-130

#### Slide 3

Topic 5 Lesson 10  
Seekatsu: Itsu ga ii desu ka.

25. Talk about your schedule for this week

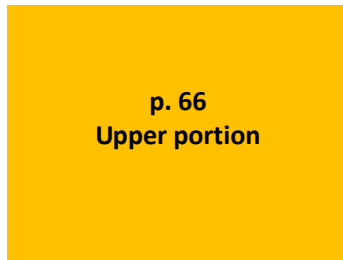
\*Show Can-do 25

**Before listening**

T: Do you have an organizer or appointment book?

T: What do you write in it? What for? (Appointments, so as not to forget)

**Slide 4**



T: 66 ページを 見てください。What do you see?  
(Calendar, sentences, etc.)  
T: So this time there are a lot of new words that you will hear from the CD. Let's take a look at them before listening.  
T: What do you think are the words at the top of the calendar?  
(days of the week)  
\* T will not confirm yet whether answers are correct.  
T: Try pronouncing the words. (Let S read げつようび, etc)  
T: How about the 3 words in the middle & at the right of the calendar?  
(time expressions) 読んでください。  
T: The pictures in the calendar have meanings, as written on the bottom of the page. 読んでください。  
\* Read, but do not give away the meaning yet.  
T: Do you have an idea about the meanings of these pictures?  
\* Let S guess.

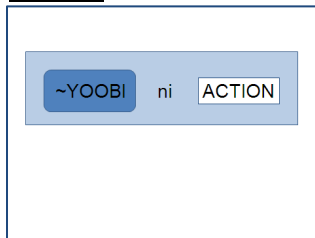
**Listening [Track #129-130]** -Listen & point

T: OK, let's listen to the CD. It's a monologue, a series of sentences. You will hear the sentences written at the bottom. While listening, try to point at the words & sentences that you hear. You will discover a pattern. Don't worry if you don't get everything at the first try. We will listen to it at least twice. 聞いてください。

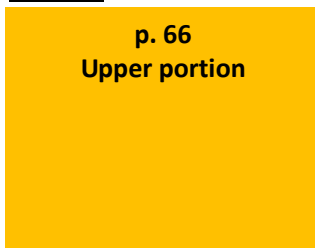
**After listening: Confirmation of the meaning**

T: What do you think the sentences talked about?  
(Schedule for the week)  
T: Did the sentences have a pattern?(Yes, -yoobo, then action)  
T: What do you think ~yoobi means?  
\*After S are able to guess the meaning, show slide 5 & confirm meaning of pattern.

**Slide 5**



**Slide 6**



**Slide 7**

[月]	[火]	[水]	[木]	[金]	[土]	[日]
getsu	ka	su	ki	kin	do	ni
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Slide 8**

[月]	[火]	[水]	[木]	[金]	[土]	[日]
getsu	ka	su	ki	kin	do	ni
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Oral practice 1 ~曜日** -Listen to the CD & point to the words in the book & repeat

[Track #129]\*「～にちようび、」まで

T: p.66 を見てください。Do you know what the words at the top part of the calendar are? (days of the week)

T: Listen to the CD. As you hear the word, point to it in your textbook & repeat. 聞いてください。それから、言ってください。

**Oral practice 2 ~曜日** -Point to slide & say

T: This time, close your books. Look at the slide 7. Point to the word as I say it & repeat after me.

**Oral practice 3 ~曜日**

\* Show slide 8 without ~ようび

T: This time, I will point to the calendar & you will say the day.

\* First point to days in order; then random

\*Reference: [http://words.marugotoweb.jp/static\\_contents/pc/collection/calendar.php?lang=en](http://words.marugotoweb.jp/static_contents/pc/collection/calendar.php?lang=en)  
(MARUGOTO Words collection "calendar")

Slide 9

[月]	[火]	[水]	[木]	[金]	[土]	[日]
1	2	3	4	5	6	7
8	9	10 kinoo	11 kyoo	12 ashita	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Oral practice 1 -きのう、今日、明日** -Listen to T & point & say  
\* Show slide 9 with kinoo, kyoo, ashita & let S guess meaning of きのう & あした.  
T: Do you recall the meaning of きょう? (today)  
\* Point to kyoo & say:  
T: If this is きょう, then what do you think is the meaning of きのう? あした?(yesterday, tomorrow)  
T: Ok, point to the word & repeat after me.  
\* T says words in order, then random

**Oral practice 2 -きのう、今日、明日** -Copy T's gesture with saying  
T: This time, if I do this (hand behind right shoulder), it means きのう. If I do this, (hand on right shoulder), = きょう. If I do this, (hand in front of right shoulder), = あした. Is it clear?  
\* Let S say appropriate word while T does gesture, first in order, then random.

Slide 10

[月]	[火]	[水]	[木]	[金]	[土]	[日]
1	2	3	4	5	6	7 senshuu
8	9	10 kinoo	11 kyoo	12 ashita	13	14 konshuu
15	16	17	18	19	20	21 raishuu
22	23	24	25	26	27	28
29	30	31				

**Oral practice -先週、今週、来週** [Track #129]\*「せんしゅう～らいしゅう」  
-Listening to T & pointing with saying  
T: Next, look at the slide 10 & let's go to these 3 words at the right.  
Let's listen to the CD. Track  
T: Ok, so...  
\* T runs pointer through days 1-7 & says せんしゅう, through days 8-14 & says こんしゅう, & through days 15-21 & says らいしゅう. T repeats gesture for all 3 words, then asks S to repeat.  
T: Ok, what is the meaning of せんしゅう, こんしゅう & らいしゅう?  
(last week, this week, next week)  
T: What do you think is the meaning of しゅう? (week)  
T: Ok, point to the word & repeat after me.  
\* T says words in order, then random

Slide 11

[月]	[火]	[水]	[木]	[金]	[土]	[日]
1	2	3	4	5	6	7 senshuu
8	9	10 kinoo	11 kyoo	12 ashita	13	14 konshuu
15	16	17	18	19	20	21 raishuu

 Ego o benkyoo-shimasu.       Tomodachi to kaimono ni ikimasu.  
 Byouin ni ikimasu.       Bijutsukan/hakubutsukan ni ikimasu.  
 Tenisu o shimasu.       Konsaato/paathii ni ikimasu.  
 Imooto ga kimasu.       Tomodachi to shokujii o shimasu.

**Oral practice 1 -文** :Confirmation of the meaning [Track #130]  
意味の確認  
T: Next we will take up the activities in the schedule. 66 ページを見て下さい。Let's listen to the CD again, try to guess the meaning of the sentences. Again, point to the sentences as you listen.  
T: Ok, let's see if you can tell me the meaning of the sentences.  
Slide 11 を見て下さい。  
\* Ask S for meaning of each picture, starting with びょういんに いきます  
**Oral practice 2 -文** -Listen to T & point & say  
T: Look at the slide. Point to the picture as I say the sentence & repeat after me.  
**Oral practice 3 -文** -Saying without hints  
\* Show slide 12 without sentences.  
T: Next, I will say a sentence. Point to the picture being referred to and then repeat. OK? (Point 1<sup>st</sup> in order, than random)

Slide 12

[月]	[火]	[水]	[木]	[金]	[土]	[日]
1	2	3	4	5	6	7 senshuu
8	9	10 kinoo	11 kyoo	12 ashita	13	14 konshuu
15	16	17	18	19	20	21 raishuu

 Ego o benkyoo-shimasu.       Tomodachi to kaimono ni ikimasu.  
 Byouin ni ikimasu.       Bijutsukan/hakubutsukan ni ikimasu.  
 Tenisu o shimasu.       Konsaato/paathii ni ikimasu.  
 Imooto ga kimasu.       Tomodachi to shokujii o shimasu.

**Oral practice 4 -文**  
T: Next, I will show you these picture cards. Say the appropriate sentence for each picture.  
\* Group pictures into 2, do the following:  
1. Show びょういんに いきます. S = chorus 3x, then 1 by 1, then chorus (→かいしや/がっこう)  
2. Do the same for  
えいごを べんきょうします。(→にほんご)  
ともだちと かいものに いきます。(→いもうと/はは)  
びじゅつかんに いきます  
3. Review 4 pictures by showing randomly, S = chorus.  
4. Do #s 1-3 for 2nd group of pictures, i.e.,  
テニスをします。(→BADMINTON)  
いもうとが きます(→はは/ともだち)  
コンサートに いきます(→パーティー)  
ともだちと しよくじを します(→かぞく)



あべさんの らいしゅうの スケジュールは どれですか。

Which is Abe-san's schedule for next week? 10 min



131

**Before listening**

T: We will next have the listening exercise. Let's take a look at the introductory sentence. 67 ページを見て下さい。Who is the character? (あべさん)

T: The focus is to find out which among a-d is Abe-san's schedule by listening to the CD. Look at the activities in each schedule. Is there anything you don't understand? Ok, listen to the CD. I will pause after each line.

**Listening**

\* Play CD, Track #131

T: What is your answer? (C)

What was your clue? (きんようび=しよくじ、 どのようび=いもうと)

T: To confirm your answer, let S listen again to the CD.

\* Play CD, Track #131

T: Were you able to see why (C) is the answer?

T: Ok, next, you will again listen to the CD, this time focusing on the meaning of the sentences; take note of new words & expressions. This is also in preparation for the next activity.

\*Play CD for から、まで

**After listening: Confirmation of the meaning**

T: Were you able to get the meaning of the monologue? What were the new words or phrases that you heard? (から、まで)

\* Discuss meaning of (-から、-まで) through 板書, like say:

T: EX:まるごとクラスは Oct 16 から Oct 30 までです。

How about the class time? まるごとクラス

まるごとクラスは なんじから なんじまでですか。12:30 から 2:30 までです。



あなたの らいしゅうの スケジュールは どうですか。

What is your schedule for next week like? 10 min



Photo  
in p. 67  
Bottom portion

**Before talking**

T: Next, みなさん 67 ページを 見て下さい。What are they doing? (Sharing schedule) Why? (They want to do something together.)

Before we end our class, you will be sharing your schedule with your classmate. To help you out let's take a look at a few more patterns that you can use.

**Slide 12**

<p>                 Raishuu no getsuyoobi ni byooin ni ikimasu.                  Doyoobi no ku-ji kara konsaato desu.                  Nichiyooobi no hiru made tenisu o shimasu .                  Watashi wa getsuyoobi kara kin'yoobi made                  kaisha ni ikimasu.             </p>
--

\* Show slide 12

**Oral practice**

T: みなさん、読んでください。

\* Ask S whether they understand, then confirm the meanings

\* Explain parts that they don't understand

\* These mean: " Other than these schedule, I'm free."

**Talk in pairs**

T: Now, let's go to the activity. You will have a partner, & narrate your schedule next week to your partner. The objective is you want to go out together, and you want to find a common free time between the both of you. First, fill out the NAME & "わたしのスケジュール" portion of the worksheet. This will be your reference in giving your narration of your schedule next week.

T: For the one listening, put checks on the days that your partner is NOT free. There is no need to write the activities being mentioned. After both of you have shared your schedules, find your common free time. Refer to the slide for your guide, and to p.58 for the sentences about the activities.

**After talking**

T: Were you able to tell your schedule? Were you able to find a common free time?

\*Ask a pair to narrate their own schedules & ask the classmates to see whether the two presenters have a common free time.

2 いつでも いいです  
 Itsu de mo ii desu

Can-do  
 25



1 カーラさんの パースデーパーティーは いつが いいですか。

When is the most convenient day for Carla-san's birthday party?

20 min



132-134

Introduction of the topic

**Situation** Kim-san calls the others to decide on the schedule of Carla san's birthday party.

**Teacher's Focus** To remind the students of the Can-do statement for this portion.

Slide 13

Topic 5 Lesson 10  
 Seekatsu: Itsu ga ii desu ka.

Can-do Goals:

26. Talk about when to have a party  
 27. Write a birthday card

T: Now that you know how to talk about your schedule for the week, think about when you would actually refer to your weekly schedule. When you are among friends, what is the situation where you would refer to your appt book? (When you want to schedule a date with your friends)

T: Yes, so for the 2nd hour we will talk in particular about (CLICK & SHOW SLIDE)

Can-do を読む。

Before listening

T: For the 2nd hour, the Can-do is: To be able to talk about when to have a party. 68 ページを見てください。

Can you imagine the setting? (Phone conversation)

\* Arrows signify キム making call to ジョイ, すずき & シン.

T: What do you think the topic of the conversation is? (パーティー、カーラさん、どうび、にちようび)

\* Let S be aware of Karla's picture, of all numbers having ONLY どうび & にちようび as choices.

T: Maybe.... let's see. キムさん will be asking a question, & the 3 will give their replies. Can you tell what words you should focus on? (どうび & にちようび- since it is seen/given that Kim-san is OK or MARU for both these days.)

T: Do you know what to put in the boxes? (まる/ハツ)

Listening sample #1 [Track #132](#)

T: OK, let's first listen to the example, where Kim san made the phone call to Joi san. Do you know how the Japanese answer their phone? (もしもし). The CD will not include those greetings but go straight to the topic. Try to guess why Kim-san's answers are both MARU. Focus first only on what Kim san will say. She will speak first.

\* Play,

T: Can you guess the flow of the conversation?

Were you able to guess why the answers are both MARU? The clue is Kim san's reply at the end. Let's listen to the CD again.

\* Play CD.

T: Did you hear Kim-san's answer? (いつでもいいです)

T: What do you think it means? (Both Sat & Sun, either Sat/Sun, etc.)

\* If S cannot guess meaning, T to repeat dialogue

\* T gives meaning by writing CHECK & Mon~Sun if S cannot guess, or by saying げつようび, OK; かようび, OK, etc.

T: How about Joi-san's reply? Did you get it? Remember, Kim-san is talking about when they will hold the party. Let's listen to the CD again. This time, focus on Joi san's answer.

\* Play CD again.

**Listening #2-3** [Track #133-134]: **Guess the meaning of the conversation**

T: Before we discuss the answer, let me proceed to #s 2 & 3.

Note: Assume that Kim-san has already mentioned that Carla-san's birthday is next week, so she goes straight to the Question

\*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

T: Let's listen to the CD to find out the correct answers. You can take down the new phrases that you will hear.

Especially for #2, go line by line to get **だめです** & **だいじょうぶです**



**2** らいしゅう みんなで パーティー/しょくじを します。いつが いいですか。 **10 min**

You are going to have a party or a meal with everyone next week. When is convenient?



**Slide 14**

Raishuu minna de shokujii o shimasu.  
Itsu ga ii desu ka.

✓ 日 Nichiyoubi ga ii desu.

Doyoobi wa?

✓ 土 Doyoobi wa daijoubu desu.

\* 土 Doyoobi wa dame desu.  
Sumimasen.  
Imooto ga uchi ni kimasu

✓ 月火水木金土日  
Itsu demo ii desu.

**Oral practice**

T: For your task, let us say we will all go out to eat dinner next week. In preparation for the activity, we will practice the conversation that we heard earlier.

\* Show slide 14.

T: みなさん、言ってください。

\* Do chorus of kawai, use **げつようび/かようび**

\* Ask S whether they understand, then confirm the meanings.

\* Explain parts that they don't understand.

**Talk in pairs**

**Itsu ga ii desu ka WORKSHEET**

T: Now, let's go to the activity. First, fill out the NAME & AVAILABLE DAY(S) portion of the worksheet. You will be divided by 4s. Each person will ask all the other members of the group.

T: Do not forget to start your conversation with a greeting (こんにちは) & end with ??? (ありがとうございます) Also to react to each other's answer.

**After talking**

T: Were you able to find a common day?

\*Ask some S to present their dialogues in front of the class.



**3** おめでとう!  
**Omedetoo!**



**Situation**

To read the birthday card messages written for Carla san before bringing it to the party.



**4** あなたの かぞくや ともだちに カードを かきましょう。

Write a card to your friend and family. **10 min**



132-134

### Reading

T: In our listening exercise a while ago, we had Carla-san's birthday as the setting. What do Filipinos do during birthdays? (PARTY, WHERE CELEBRANT PAYS) What do you usually bring to a birthday party? (Gift, card, flowers, etc) What is our custom during birthday parties? (Sing HAPPY BIRTHDAY, blow out candles). How do you think Japanese celebrate their birthdays?(PARTY, BUT WARIKAN, EXCEPT CELEBRANT)  
What ages do we specially celebrate? (1, 7, 13, 18/21)  
How about the Japanese? (60, 77, 88, 99)  
69 ページを見てください。

\* Discuss birthday cake - size; wine, etc.

T: Try reading the greetings written on the card.

\* T asks S for meaning.

T: How about the expressions below? What do you think are the meanings? Try reading them.

### Listening expressions [Track #135]

T: Let's listen to the CD, focus on the pronunciation & repeat.

\* Play CD, let S listen ONE BY ONE to expressions & have them repeat several times

\* おめでとう - said not just during birthdays, but also on other happy occasions like ...

T: What other occasions do you think おめでとう is said? (graduation, childbirth, pass exam, get a job, promotion, etc)

T: OK, next you will write a birthday card to a friend. Surprise your friend by greeting him/her in Nihongo. Write your name in katakana. Follow the format in the book. Use the colored paper.

\* Give out colored paper.

Summary:

T: Now you know how to greet HAPPY BIRTHDAY in Nihongo!

## 生活と文化 Life and Culture 朝と夜 Morning and evening [15 min]

● **Teacher's Focus** ● To make the students notice which activities are done in the morning and evening, and to compare it to our lifestyle.

T: Today we talked about our schedules, and the time that we do our activities. Let's take a look at some activities that the Japanese do. 70 ページを見てください。

\* Let S read the title & the questions.

T: So what do you think we are going to talk about? (morning, evening activities, time to do these)

T: Can you guess what these pictures show?

\* Talk about differences with Philippine setting, & reasons why

\* Morning:

1. grade school students walk together to school, school starts 8:40
2. company employees rush hour: 7:00-8:00? office usually starts 9:00? 9:30?
3. stay-at-home moms go to the gym
4. kindergarten pupil brought to school by mother (9:00)

\* Evening:

1. after office dinner/nomikai (can introduce concept of nijikai)
2. grade school pupils attend juku (3:30 - about 1 hr)
3. going home after juku latest is 10pm in time for last train

\* COMPARE ROUTINE WITH FILIPINO GRADE SCHOOL PUPILS

\*Reference movie: [http://marugotoweb.jp/life\\_and\\_culture.php](http://marugotoweb.jp/life_and_culture.php) (MARUGOTO Plus/ Life and Culture)

## Can-do check



### Slide 15

Topic 5 Lesson 10  
Seekatsu: Itsu ga ii desu ka.

Can-do Goals:

25. Talk about your schedule for this week
26. Talk about when to have a party
27. Write a birthday card

## References

The official portal page of "Marugoto: Japanese Language and Culture"

<http://marugoto.org/en/>

*Marugoto: Japanese language and culture Starter A1 (Coursebook for Communicative Language Activities)*, 2013, The Japan Foundation, Sanshusha

『まるごと』入門(A1) <かつどう> 教え方のポイント

[http://jfstandard.jp/pdf/resource/a1\\_katsudo\\_method.pdf](http://jfstandard.jp/pdf/resource/a1_katsudo_method.pdf)

Word book

Digital audio files

<http://marugotonihongo.jp/en/library/> (need registration)

MARUGOTO Plus

<http://marugotoweb.jp/>

MARUGOTO Words

<http://words.marugotoweb.jp/>