

Chapter 5

Before Day 1, have students make a paper-plate-clock (a clock made out of a paper plate and two sticks clipped in the middle so that the hands can be moved by hand) as homework..

(Day 1)

- I. Days in a week (10 min.)
 - Monday ~ Sunday.
 - Repeat everyday. Ask questions about that particular day.
 - Teach “(Kyou ha) Nanyoobi desuka?” phrase and use it to ask students questions regarding the days of the week.

- II. Numbers (20 min.)
 1. Review 1~10. (They have done these in Ch.1)
 2. Guessing.
 - How do you say 11 in Japanese? You can say it with the number words you already know.
 - Do the same with 12~19.
 - Guess 20 in Japanese. Have students guess 30, 40, 50.....
 - 30~99. Select random numbers and have students say them.
 - Teach how to say 100. Then have students guess 200, 300...
 3. Practice 1
 - Write random numbers on the black board and have students say them. Show them Japanese road signs that have numbers on them or anything that is authentic with numbers and have students say the numbers.
 4. Practice 2
 - Text p.133 B 1~5 with pairs.
 5. Practice 3
 - Write simple math questions and have students say the answer in Japanese.

III. *Ji* (o'clock) (20 min.)

1. *Ji*

- Set a big clock, of which teacher can move the hands, on the black board (or simply draw a big clock on the board and erase & draw hands every time the teacher changes the time) and teach 1 *ji* ~ 12 *ji* (Use sentence forms "1 *ji desu.*" etc.)
- Teach *gozen/gogo*. Draw a line in the center of the blackboard and mark it as "noon". Write *gozen* on the left side and *gogo* on the right. Set the clock, stand in the left side and say "*gozen ~ ji*". Repeat the same with various times.
- Set the clock at random times, show either am/pm card, and ask students "*Nanji desuka?*"(teach this phrase too). Students answer "*gozen/gogo ~ji desu.*"

2. Practice with pairs

- Take out the individual paper-plate-clock. Set the time and have the partner say what time it is.

3. Practice 2

- Distribute a copy of TV guide (English) and a question sheet.
- Example Questions:
 - What is on at *gogo kuji* on ABC?
 - What would you watch at *gozen juuji* if you are sick at home?
 - What time is "Who wants to be a Millionaire" on?
(* Only the italic letters will be written in Japanese at this point.)
- The answers to the questions can be in Japanese or in English, so indicate which language to use to answer the question.

HW – Call the teacher!

- Give students the sheet of paper that tells them the phone number of the teacher. (the number is written in Japanese).
- Students write down their phone numbers (not in Japanese) on a piece of paper and give it to the teacher.
- Students call the teacher and leave a message on the answering machine. Students will include;
 1. saying greeting
 2. their name
 3. their telephone number
 4. time (they can calculate the time and say the closest time without minutes.)
 5. greeting to close.

(Day 2)

- I. Days of the week
 - Ask questions about the day “*kyoo ha nannyoobi desuka?*”
 - Repeat Monday ~ Sunday.
 - Teach *kinoo/ashita*. Write down a sentence, “*kinoo ha ~yoobi desu.*”, “*kyoo ha ---yoobidesu*”, and “*ashita ha ...yoobidesu.*” Students guess what they indicate.

- II. Review (10 min.)
 - Write random numbers on the board and have students say them. Ask each student.
 - Set the giant clock and ask what time it is in Japanese.

- III. *Fun* (minute) (20 min.)
 1. *Fun/pun*
 - Show times on OHP with a picture or drawing of a digital clock such as 2:01, 2:02... Point one by one and say *~ji---fun(pun)*.
 - Use the giant clock, set the time and have students answer what time it is. (minute hand can be vague, so be careful, or use digital clock)
 2. Practice with pairs
 - Students write down times on paper and do the same exercise as above.
 3. Practice 2
 - Throughout this day, ask students time at random times, “*ima, nanji desuka?*”.

- IV. Introduction of *ni* (20 min.)
 - First teach students a few verbs (*okimasu/nemasu* etc.)
 - Write down “Talking about specific points in time” on the board.
 - Show the picture card for *okimasu* (to wake up) and have students say the verb.
 - Show the card and a clock together and say, “*nanji ni okimasuka?*” Also write the sentence down on the black board.
 - Circle the particle *ni* and explain the particle (text p.139).
 - Write down the answer to the question with out the particle. (ex. *Hachiji < > okimasu.*) Have student fill < > with the particle *ni*.
 - Ask some students what time they get up and some other simple questions.

(Day 3)

I. Days of the week

II. Review (10 min.)

1. Numbers

- The teacher writes some numbers such as 2:13 p.m., 5:08 p.m. and so on on the board and students say the numbers in Japanese.
- Students write time expressions and its Japanese word on a piece of paper.
- Students come to the front of the class, give the paper to the teacher and write the number on the board. Other students answer what it is. The teacher checks the paper and make sure that the student on the board has the right answer.

2. Go over the vocabulary with the picture cards

3. *Ji/fun*

- Ask-and-answer the questions using the clock. “*ima nanji desuka?*” “*~ha nanji ni arimasuka?*”

III. Vocabulary (nouns) (15 min.)

1. Introduction

- Introduce new words as the teacher shows picture cards.

2. 1-minute-vocabulary game

- Give students the vocabulary list in *hiragana* (nouns- see p. 157) for the chapter (except days of the week). Students circle 6 words (2 words each for things they do in the morning, afternoon and evening).

(ex. List of vocabulary)

asagohan

eiga

koohii

shawaa

jyugyoo

shukudai

bangohan

hirugohan

benkyoo etc. (in *hiragana*)

- Teacher tells them to memorize them in a minute.
- After a minute, students write down those 6 words on the blank sheet of paper without looking at the list. Check the answers as the teacher go over the words one by one with picture cards again. Students get extra credit if they got all five.
- Repeat saying the new words one more time with picture cards.

IV. Vocabulary (verbs) (15 min.)

- Guessing game.
- First, go over the new verbs without saying their meanings, just to introduce how to say the words. As the teacher go through each phrase, show the phrase on OHP.
- Divide the students into groups of 2~3 people. Each group gets a card with a short sentence (noun + verb, text p.132) in Japanese and its meaning in English. Students in groups say the sentence in Japanese and describe it to the rest of the class with gestures. Others guess what the verb means.

(ex. List of sentences and meanings)

| | |
|------------------------------|------------------------|
| <i>okimasu</i> | To wake up |
| <i>shawaa wo abimasu</i> | To take a shower |
| <i>asagohan wo tabemasu</i> | To eat breakfast |
| <i>gakkouni ikimasu</i> | To go to school |
| <i>benkyoo shimasu</i> | To study |
| <i>eiga ga hajimarimasu</i> | To watch a movie |
| <i>hirugohan wo tabemasu</i> | To eat lunch |
| <i>uchi ni kaerimasu</i> | To return to home |
| <i>bangohan wo tabemasu</i> | To eat supper |
| <i>shukudai wo shimasu</i> | To do homework |
| <i>ofuro ni hairimasu</i> | To take a bath |
| <i>hon wo yomimasu</i> | To read a book |
| <i>terebi wo mimasu</i> | To watch TV |
| <i>nemasu</i> | To sleep, to go to bed |
| <i>koohii wo nomimasu</i> | To drink coffee |

(All the sentences are written in *hiragana*)

- Go over the sentences again with picture cards.

- V. Introduction of *wo* (10 min.)
- Show the picture card for *tabemasu* (to eat) and have students say the verb.
 - Pretend eating an apple (bring it from home) and write “*ringo wo tabemasu*” down on the black board.
 - Circle the particle *wo* and explain the particle (text p.139).
 - Pretend drinking water and write down another sentence “*mizu < > nomimasu*” with out the particle. Have student fill < > with the particle *wo*.
 - Pretend eating/drinking different things and have students describe what teacher is doing. Use different verbs also.

HW- Sentence vocabulary cards- Noun + particle + verb (p.132) (English on one side and Japanese on the other).