



LET'S GO TO THE DEPARTMENT STORE

—Dialogue in the Department Store—

Students imagine traveling and going shopping in Japan. An imaginary subway and an imaginary department store provide the settings for students to try to use language and behavior appropriate to the situation. Students then discuss ideas about Japanese culture.



Rebecca Woodward
Fraser High School,
Hamilton,
New Zealand

OBJECTIVES

LANGUAGE OBJECTIVES

- To understand and use language for shopping in Japan

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Understanding and using measurements ❖ Asking to see something ❖ Asking for something ❖ Using shopping phrases 	<ul style="list-style-type: none"> ❖ Counters(~まい, ~だい, ~さつ, etc.) ❖ ~をみてください ❖ ~をください 	<ul style="list-style-type: none"> ❖ Shopping phrases(いらっしゃいませ, まいどありがとう, etc.) ❖ Currency(ひゃく, せん, まん, えん)

CULTURAL OBJECTIVES

- To imagine and appreciate traveling and shopping in Japan
- To consider and discuss ideas of politeness and respect in Japanese culture
- To learn how the idea of “respect” differs between New Zealand and Japan
- To consider and discuss ideas of Japanese daily lifestyle, particularly “busyness”

SOURCE MATERIALS

Task cards*

PROCEDURE

The following structures and vocabulary need to have been previously studied:

- Understanding and using measurements
 - ❖ いっぱん, にほん, さんぽん, よんぽん, etc.
 - ❖ ~かい / ~さつ / ~まい / ~ひき / ~だい
 - ❖ ひとつ, ふたつ
- Asking to see something
 - ❖ それをみてください。
 - ❖ その~をみてください。
- Using shopping phrases
 - ❖ いらっしゃいませ。
 - ❖ まいどありがとうございます。
 - ❖ しょうしょうおまちください。
 - ❖ よろしいですか / かしこまりました。
- Currency
 - ❖ ひゃく, せん, まん, えん
 - ❖ ちいさいばらはいっぱんごじゅうえんです。
 - ❖ このとけいはいくらですか。
- Asking for something
 - ❖ チョコレートをにまいください。
 - ❖ ちいさいばらをろっぱんください。
- Kanji
 - ❖ 一, 二, 三, 四, 五, 六, 七, 八, 九, 十, 百, 千, 万, 円

1. An imaginary subway (10 mins.)

Students line up outside the classroom as they normally would. The door has a sign ちかてつ. The walkway is labeled as a platform with yellow tape. The classroom itself is set out half as a train and half as a department store. A tape playing pre-recorded subway noises is playing. A train arrives and students are “pushed” on to the train by the えきいん. Students sit on the train and pre-recorded sounds are played.

2. An imaginary department store (2 mins.)

Students get off the train. The sign at the door becomes デパート. Students enter the department store and はんばんいん greet them with いらっしゃいませ.

3. Shopping! (30 mins.)

Students are given task cards in English but instructions are also given in Japanese. Students in groups must role-play shop-keepers and shoppers at a variety of counters set out around the room. Again a tape recorder plays department store noises. Students have brought food and props from home to be items available for purchase.

It is possible for the teacher to play all the roles necessary. That is, えきいん, はんばんいん, みせのひと. It is also possible however, and more effective for a senior class to revise and take on the roles of station and department employees. This is better for all the students and allows the teacher to move around the room evaluating and assessing students. The senior students can also tick the mark schedule. The imaginary situation then becomes much more believable. The shopkeeper “task card” is therefore given to the senior students to practice.

4. Discussion and presentation of homework (5 mins.)

(5 mins.)

1. Students in their groups complete and discuss the checklist for self-assessment.

SELF-ASSESSMENT: STUDENT CHECKLIST

- I can buy things using a range of “counters.” []
- I understand the special words I would hear in a Japanese shop. []
- I can thank people appropriately. []
- I can read the following kanji 百, 千, 万, 円. []

2. Students discuss the following questions and one person prepares to report back to the class. Students report back as a whole class.

QUESTIONS

- 1) Why do you think the station employee pushed you on the train? What does this tell you about traveling and daily life in Japan?
- 2) The girls at the department store entrance greeted you formally. How did that make you feel? Why do you think department stores do this?
- 3) The shop assistants use many polite phrases and are very grateful that you are shopping at their store. What does this tell you about Japanese society? Is this the case in New Zealand too?

5. Evaluation

- ❖ Role-playing a shopping dialogue (listening and speaking). Teacher checks if student can ask to see an item, if student can ask how much an item is, and if student can say what they want to buy.
- ❖ Homework

REMARKS

Beyond the Language Learning

Having been a student of Japanese since I was thirteen has influenced greatly my own teaching style and philosophy. Beyond the language learning itself, learning about Japanese society and culture that has strongly influenced me.

I believe that language which is placed within a context, something that students experience first-hand, is much more memorable.

As Japanese can become much more than a school subject, it can have great significance to the learner. Students can see that language is alive and has very usable purposes—this is what encourages them to work hard at becoming skilled in the language.

An excellent example of how language is developed through first-hand experience happened through this lesson “Let’s Go to the Department Store!” Two of the senior students who played the shopkeepers at-

tempted to reproduce the conversation in the writing section of the exam. The language was placed within a context, they had used it themselves, and they will probably always remember it.

As a teacher I have also come to appreciate the skills and personal qualities that students can gain through language learning. They understand their own language and culture much more, and thus themselves, by having another with which to compare it. They also learn to appreciate that their own culture is only one of a variety of cultures who think and do things very differently.

Students need to be exposed to the facets of Japan and Japanese culture as an integral part of language education. Then they can appreciate their own culture more and take on board new ideas as well.

COMMENTS

Forms such as *いらっしゃいませ* and *まいどありがとうございます*, as used by store employees, are included for the purposes of role-playing. While native speakers generally don't reply to the latter expressions, visitors to Japan are confused as to how to respond, and it would be a good idea to cover this point in the explanation of the role-play, if possible.

A segment dealing with crowded rush-hour conditions on the subway is included. For some students, this type of presentation may serve as a symbol of congestion in Japan, so it might be best to note that those conditions are special to the big cities.

TASK CARDS

TASK CARD: Shopkeeper

- Welcome customers.
- Help them with their purchase.
- Use “wait a minute/sorry to keep you waiting/I understand/thank you very much.”
- Give prices for items.

TASK CARD: Shop Customer A

- You want to buy _____.
- Go to the appropriate counter.
- Ask to see _____.
- Ask how much it costs. Pay and get your change.

TASK CARD: Shop Customer B

- You want to buy _____.
- Go to the appropriate counter.
- Ask to see _____.
- Ask how much it costs. Pay and get your change.

TASK CARD: Shop Customer C

- You want to buy _____.
- Go to the appropriate counter.
- Ask to see _____.
- Ask how much it costs. Pay and get your change.

TASK CARD: Shop Customer D

- You want to buy _____.
- Go to the appropriate counter.
- Ask to see _____.
- Ask how much it costs. Pay and get your change.

TASK CARD: Shop Customer E

- You want to buy _____.
- Go to the appropriate counter.
- Ask to see _____.
- Ask how much it costs. Pay and get your change.