



JOURNEY IN JAPAN

—Activities for Learning Verbs—



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PURPOSE

Through activities in which they “travel” on a map of Japan, students learn some basic physical geography of Japan while covering basic structures with verbs of motion.

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Asking/saying where one is going ❖ Asking/saying with whom one is going somewhere ❖ Asking/saying how one is going somewhere 	<ul style="list-style-type: none"> ❖ (Place) にいきます(か) ❖ (Person) といきます(か) ❖ (Mode of transport) でいきます(か) ❖ どんなどころですか 	<ul style="list-style-type: none"> ❖ Names of places/prefectures/islands in Japan, names of modes of transport, descriptive words and phrases, tourist vocabulary

CULTURAL OBJECTIVES

- To learn the relative locations of the islands and main cities of Japan
- To learn about the tourist attractions of the above

SOURCE MATERIALS**Lesson 1**

OHP

OHP sheet of map (Handout *)

A large map mat

A suitcase

Lesson 2

A large map mat

A suitcase

Lesson 3

A large map mat

A suitcase

Flash cards for means of transport

PROCEDURE**LESSON 1: Where Are You Going?****Preparation**

A map mat of optimum size is around three meters by four meters, but this may need adjusting to fit the space available. To transfer a map onto the mat, hang the mat on a wall, project a map of Japan onto it using an OHP, and paint in the outline. When spreading the map, if possible orient it north/south correctly and add arrows to the west and east to indicate the direction of China and the United States, respectively.

1. Introduction of Japan's four main islands

Using the OHP map, review Japanese geography and teach the names of its four main islands.

2. Asking where someone is going

Pick up the suitcase (which will be or has been used for the "customs officer game," featuring expressions such as *かばんのなかになにがありますか*). Teach the students that this action is the cue for them to ask *どこにいきますか*.

3. Journey on a map

Lay out the map mat or move to a room where the map is already laid out. Have the pupils stand round the map. Pick up the suitcase to elicit the cue question, and reply with, for example, *きゅうしゅうにいけます*. When you have finished speaking, move on the map to Kyushu. Rehearse this until the pupils have learned the locations of the four islands of Japan.

4. Playing a game

Review (if necessary) the idea that the cue question can mean not only "Where are you going?" but also "Where are we going?" When the pupils ask the

question, your reply is the cue for them to go to the island you have called. The last pupil to arrive on the island joins you to decide which island to send everyone to next time, rejoining the game for the following turn. As shown, this part of the plan takes between ten and fifteen minutes. Extension for this lesson involves adding as many other landmarks to your map as you feel the pupils can cope with.

LESSON 2: Who Are You Going With?**Preparation**

Before starting Lesson 2 you need to have at least as many place names or feature names as half the number of pupils in the class (e.g., for a class of twenty-eight pupils you need fourteen place names). Other activities using verbs of motion can also be covered as this is only perceived as part of each of the six lessons.

- ❖ Familiar places in history and geography lessons, e.g., *とうきょう, よこはま, なごや, おおさか, ひろしま, ながさき, こうべ, きょうと, なら*
- ❖ Places where sister schools are located, e.g., *さっぽろ, えべつ, はこだて, あきた, ふくしま, いわき, うらわ, ふじさわ, ひめじ, おおいた*
- ❖ Other famous places, e.g., *ふじさん, びわこ, あそさん, とうやこ, はちろうがた*

1. Review

Review Lesson 1 and introduce more places, up to the number needed.

2. Introduction of a new question

Teach the new cue question *だれといきますか*. The cue gesture can be holding out a hand as if to take a partner.

3. Pupils' reply and action

Move to the map and, with the pupils standing round it, have them ask the cue question. Reply (pupil name-*さん / くん*といきます) and take that pupil by the hand and lead him/her onto the map. In chorus the pupils repeat the question, which is answered this time by the pupil you chose. While answering, the pupil chooses a new partner, who then becomes the chooser for the next turn, and so on.

4. Asking two questions

Pick up the suitcase to cue last week's question (*どこにいきますか*). After answering and before setting off for Tokyo or wherever, hold out your hand to cue this week's question. Chose a pupil take him/her to the destination mentioned. That pupil then repeats the process with both questions, followed by his/her partner, and so on through the class.

5. Playing a game

To involve all the group at once, pair the pupils and arrange in a line. Question the first pair and encourage them to reply in chorus where they are going (decided together) and who they are going with (each giving the name of the other in the reply). Once they are on the map, have them chorus a second destination while the second couple chorus the destination chosen by couple number one. As couple number one chooses a route round the map, each subsequent couple follows and the class is involved in a complex chorus, saying, before they move each time, where they are going and who they are going with. This leads to a babble of different voices, but it gives the teacher a chance to shadow each group and check pronunciation, sentence structure, and location knowledge.

LESSON 3: How Are You Going There?

1. Review of the previous two lessons

2. Introduction of modes of transport

Introduce modes of transport using flash cards. You need as many flash cards as there are places indicated on the Japan map, and these should be protected in plastic folders or laminated. Initially I use flash cards with pictures only, but for some classes I use *hiragana*, *katakana* and/or *kanji*.

3. Introduction of a new question

Using a steering wheel, airplane wing or other gesture, teach the question *何でいきますか* and rehearse the answer with the flash cards. Depending on the ability of the group, you may be able to introduce *あるいて*, but don't forget things like skate boards, roller blades, etc.

4. Asking three questions

Move to the map and pick up the suitcase to elicit the first cue question (*どこにいきますか*). Before going to your chosen spot, give the gesture cue for the partner question and, when you've got a partner, give the gesture cue for the new question. Ask your partner to pick up a flash card for your chosen means of transport. Reply to the question and then take the flash card with you and put it at the place on the map you go to. Your partner becomes the next traveler with his/her partner choosing the next travel card, and so on until all the travel cards are placed at locations on the map.

5. Playing a game

For group work see above. Before moving, each

pair has to say where they are going, who they are going with and what method of transport they will use (i.e., the card by the place they are at when they start the journey).

Ideas for subsequent lessons

A lot of extension work can be done, including:

1. Introduce the past tense of the verb and have a chorus of reporters standing round the map to "report" the journey round the map.
2. Introduce *きます / きました*, adjusting the journey as appropriate.
3. Introduce the time element (day/date/time) into the journey.
4. Introduce a reason for going on the journey.
5. After teaching *~てください*, use the map for directed journeys.
6. Most important: at a later date, revisit the map when the pupils have the skill to ask and respond to *どんなところですか*. Here is the teacher's opportunity to tell the pupils a little (or even a lot) about the places marked on the map. The pupils can then become mini-tour guides, taking groups of other pupils round a route and explaining what sort of places they are visiting, what food is good to eat, what places are famous to visit, and so on.
7. The original OHP can be used for teaching about directions, the weather, *さくらぜんせん*, and so on.

From the committee

Although this lesson plan is already quite complete in many ways, it lends itself to a number of further applications and extensions. For example, if the school has a sister school or sister city in Japan, it would be ideal to use a detailed map and other information of the area around the sister school/ city. Furthermore, the students could practice describing their own country or region in Japanese. The teacher could have them use guide books and maps for Japanese tourists to see how the cities and famous locations of their own country or region are written in *katakana*. The students could also perform role-plays as tour guides introducing various aspects of their home country or region to Japanese visitors, using expressions and vocabulary introduced in this lesson plan.

MAP OF JAPAN

