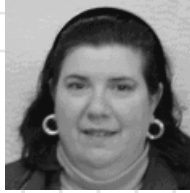




# NIHON NO IE

## —Drama for Learning Greetings—



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### PURPOSE

Students learn about Japanese housing and habits in daily life. They recognize and talk about household items in Japanese, and review greetings through a drama demonstrated in class.

### POINTS TO BE STUDIED

#### LANGUAGE OBJECTIVES

##### TARGET FUNCTIONS

- ❖ Using simple greetings
- ❖ Asking what something is
- ❖ Using simple sentences to say what something is

##### TARGET EXPRESSIONS

- ❖ わたしは～です
- ❖ これはなんですか
- ❖ これは～です

##### TARGET VOCABULARY

- ❖ げんかん, たたみ, とこのま, おふろ, こたつ, ふとん, ざぶとん, へや, こんにちは, おやすみなさい, どうぞはいってください

#### CULTURAL OBJECTIVES

- To understand the customs of entering a house
- To understand the customs of taking a bath
- To identify similarities between Japanese and Australian housing

## SOURCE MATERIALS

Flash cards  
Script (Handout\*)

## PROCEDURE

### 1. Revise of relevant vocabulary (5 mins.)

Using flash cards, the teacher reviews the relevant vocabulary and sentence patterns.

げんかん, たたみ, とこのま, おふろ, こたつ, ふとん,  
ざぶとん, へや, こんにちは, おやすみなさい, どう  
ぞはってください, わたしは~です, これはなんで  
ですか, これは~です

### 2. Reading the script with the students (5 mins.)

A couple of students read the parts of Ken and Keiko so that the whole class can get an idea of what they have to do in the play.

### 3. Practicing the play (20 mins.)

The students break into groups of six. (Depending on the numbers in the class, some groups may have seven.) They decide who is going to play the parts of narrator, Ken and Keiko. They are free to make up some small parts and extra Japanese phrases for the rest of the students in the group to perform. Some groups may want to change the play or make up their own.

### 4. Presenting the play (15 mins.)

At this stage the groups have an opportunity to present their play to the class. Due to time constraints, some groups may have to present their plays in the next lesson. The children may not be able to memorize their lines in the short time available, so I let them read from the sheet they have written if they wish to.

### 5. Feedback to the group (5 mins.)

The teacher asks the students to comment on each group's performance, using the questions below to help the students comment constructively. A student writes on the blackboard the cultural aspects learned.

- ❖ Did the additions to the play help you understand another part of Japanese culture?
- ❖ How would you have changed the play to make it even better?
- ❖ What have you learned from the play?

### 6. Evaluation

- ❖ While the students are performing, the teacher takes notes about the students' ability to speak or read Japanese that sounds genuine. (It is important that the students do not use the language in a sing-song manner. Emphasis is placed on the students' sounding as though they know what they are saying, not just parroting what they learn.)
- ❖ Observing the students giving their peers feedback
- ❖ Having a scribe write the cultural aspects they have learned about Japanese housing

### From the committee

This is a sound lesson plan with many opportunities for students of this age to use their creativity and energy in reviewing material from previous lessons. As for the performers' lines, when Keiko and Ken meet at the airport it would be better for them to say ようこそ and ありがとう (for coming to the airport) instead of こんにちは. Additional lines for some of the better students could be ちょっとまって(ください), すみません, ああ、そうですか, はい, いいですね, すてきですね, きれいですね, すみません, わかりません, and おしえてください.

## KEN AND KEIKO

Ken is sitting reading a letter.  
 Ken packs his bag for Japan.  
 Ken takes the suitcase and exits from the stage.  
 Ken enters again with a plane ticket.  
 Keiko is waiting for Ken in the airport lounge.  
 Other students can also wait around as bystanders.  
 Keiko sees Ken and waves.



**Keiko:** わたしはけいこです。  
**Ken:** ぼくはけんです。こんにちは。  
**Keiko:** こんにちは。  
**Ken:** すみません、こんにちは。

**Narrator:** Keiko and Ken meet each other at the airport and they introduce themselves. Keiko says she will drive home and they go to the car. Later, at the entrance to Keiko's home:

**Keiko:** どうぞ、はいってください。  
**Ken:** ありがとう。

Ken tries to enter with his shoes on and Keiko stops him.



**Narrator:** Keiko explains that in Japan people do not wear their shoes in the house. Keiko takes Ken to the living room and invites him to sit down.

**Keiko:** どうぞ、すわってください。

Ken points to the table in the room.

**Ken:** これはなんですか。  
**Keiko:** それはこたつとざぶとんです。

**Narrator:** Keiko explains about the *kotatsu*—that it is used in winter in Japan, is a table with a heater underneath, and has something like a *futon* laid over the frame, under the table top.

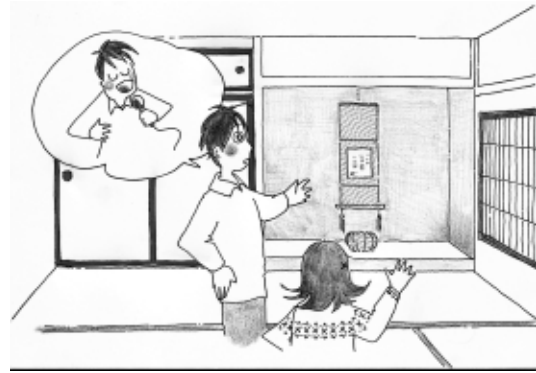


Ken points to the tokonoma in the corner.

**Ken:** これはなんですか。

**Keiko:** それはとこのことです。

**Narrator:** Keiko explains about the *tokonoma*—that it is a special place where Japanese usually keep special objects, such as a piece of calligraphy, a painting, ikebana, or special antique. Keiko says to Ken that he must be tired after his long trip and asks him if he would like to take a bath before he goes to bed.



**Keiko:** お風呂には行ってください。

**Ken:** ありがとう。

**Narrator:** Keiko explains to Ken about taking a Japanese bath—that you wash outside the bath tub and then get in to soak.



Ken looks tired after his bath.

**Narrator:** Keiko thinks Ken looks tired so she says she will show him his bedroom where he can sleep. Ken had not seen that kind of bed before so he asks Keiko to explain about the *futon*. She tells him that the bottom mat is the mattress, the next mat is a heavier kind of *futon*, and the top *futon* is light but very warm.



**Ken:** これはなんですか。

**Keiko:** それはふとんです。

**Narrator:** Keiko tells Ken to go to sleep because tomorrow he has a lot more to learn about Japan.

**Keiko:** おやすみなさい。

**Ken:** けいこさん、おやすみなさい。